deluxe

NOW WITH 5 COUNTRIES

Travel the World with Timmy!™

SCHOOL VERSION

EDMARK®

Ignite the Curious Mind®

Quick Start

Installation

Windows 95/98

1. Insert the CD, then follow the installation instructions on your computer screen. If installation instructions do not appear automatically, choose **Run** from the Start menu, then type **d:\setup** (where **d** represents the letter of your CD-ROM drive).
2. To run the program after installation, insert the CD and click **Play!** from the Startup Screen. (If the Startup Screen does not appear automatically, choose the program from the **Start | Programs | Edmark** menu.)

Windows 3.1

1. Insert the CD. Choose **Run** from the File menu in Program Manager and type **d:\setup** (where **d** represents the letter of your CD-ROM drive).
2. After installation, the *Timmy Deluxe* icon can be found in the Edmark program group on your hard drive. To run the program, insert the CD and double-click the icon .

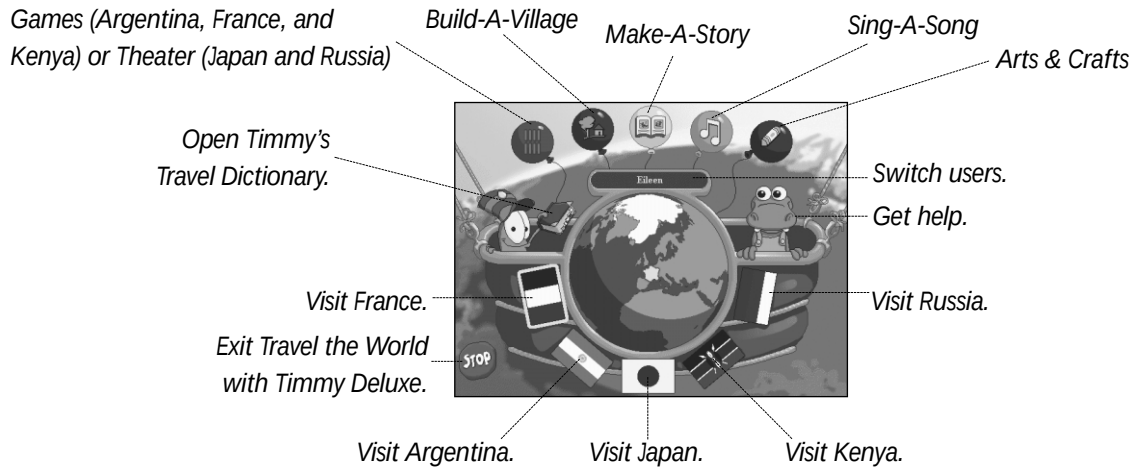
Macintosh

1. Insert the CD and double-click the *Timmy Deluxe* icon , then follow the instructions on your computer screen.
2. To run the program after installation, insert the CD and double-click the *Timmy Deluxe* icon .

For more detailed instructions, please see pages 4 and 5.

Traveling with Timmy

From Timmy's Balloon (the Main Menu), click a flag to choose a country. Then click one of the small balloons above Timmy to choose a learning activity.



From any activity, click to return to Timmy's Balloon, then choose another activity or exit the program.

To set program preferences for your students, use Adult Options. (Please refer to page 33 for more information.)

- Windows users hold down the **Ctrl** and **Alt** keys while pressing the **A** key.
- Macintosh users hold down the **Command** ⌘ and **Option** keys while pressing the **A** key.

Welcome to Travel the World™ with Timmy Deluxe!

In Edmark's original *Travel the World with Timmy* program, students journey to Argentina, Kenya, and Japan. Now we've produced a new *Deluxe* version that adds two more countries to the voyage—Russia and France! Your students can travel around the world while learning in 30 fun activities.

Very young children are aware of the world they experience directly. As they grow, children begin to learn about a wider world through indirect experience—books, conversations, films, and other media. In *Travel the World with Timmy Deluxe*, students further broaden their world view by "visiting" five countries filled with sights, sounds, and interactive learning activities. Students can compare languages and cultures through number and word activities, songs, stories, games, art, and crafts.

Travel the World with Timmy Deluxe was developed with assistance from natives of each of the five countries. We would like to extend a special thanks to these consultants: Iolanda Rabascall and Rita Wirkila (Argentina), Sophie Deleclusé (France), Lucy Wanjiru Ewins (Kenya), Akiko Yamada and Junko Asakura (Japan), and Katya Ponomarev (Russia).

This software and teacher's guide are designed to give students a taste of five foreign countries. They cover just a few of the many lifestyles and experiences found within each country. The activities are not intended to portray immigrants (or their descendants) living in the U.S.

Travel the World with Timmy Deluxe also exposes students to the sounds (phonemes) and words of five foreign languages—French, Russian, Japanese, Swahili, and Spanish. It invites students to use the languages in fun, meaningful situations. Using *Travel the World with Timmy Deluxe*, your students will read a story in Swahili, sing a song in Russian, and add "cinco perros" (five dogs) to an Argentinean village.

A growing body of data from recent brain research suggests that there is a "window of opportunity" (from infancy through the ages of about 6-10) during which the brain most easily and permanently makes the neurological connections related to hearing and speaking languages. Hearing and speaking the sounds of foreign languages with Timmy may help your students develop greater fluency with foreign languages later in life.

Edmark worked with professional translators to develop the Japanese, Swahili, Russian, French, and (Argentinean) Spanish language portions of *Travel the World with Timmy Deluxe*. You may find that a dialect used in the program varies somewhat in vocabulary, grammar, or pronunciation from the dialect most familiar to you.

During the development of this program, we have listened to teachers, parents, and children. We would really like the opportunity to listen to you as well. Please drop us a line or visit our Web site (www.edmark.com) to share your thoughts and suggestions, and join us in helping students succeed.

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deluxe

NOW WITH 5 COUNTRIES

Travel the World with Timmy!™

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QuickTime™

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What's in This Guide?

Getting Started (pages 2–6)

- *Steps to Start* information
- System requirements, installation, and setup instructions
- Software registration instructions

What's Inside Travel the World with Timmy Deluxe? (pages 7–8)

- Overview of the program

Software Learning Activities (pages 11–32)

- Information on each of the activities in *Travel the World with Timmy Deluxe*, including:
  - The activity's learning opportunities and developmental basis
  - How to open the activity and use its full set of features

Teacher Resources (pages 33–53)

- *Adult Options*: how to set program options, Grow Slide settings, and input options for your students
- Information about running the program from *KidDesk*
- Information about using the program with students who have special needs
- *Dear Parents*: instructions for accessing Donna Stanger's discussion of the learning opportunities found in *Travel the World with Timmy Deluxe*
- Scope and sequence chart that correlates the software activities with key curriculum areas
- Suggestions for orienting students to the program to ensure they benefit fully from its use
- Program map to post near the computers
- Suggested resources for teaching students about foreign languages and cultures
- English translation of each of the foreign-language songs in *Timmy Deluxe*
- "Fast facts" about each of the countries students visit with *Timmy Deluxe*
- *Together Time* activities to send home to inform and involve families in students' learning
- Reproducible characters to use as "message holders" in the classroom

Classroom Activities and Reproducibles (pages 54–150)

- At-a-glance identification of the classroom activities and related curriculum subject areas
- Suggested classroom extension activities, arranged by country
- Reproducible student activity sheets to use as worksheets, overhead transparencies, and so on
- Activities for pairs of students to explore at the computer

Help (pages 151–155)

- Troubleshooting tips
- How to reach Edmark Customer Service and Technical Support
- Warranty information

Edmark Products & History (pages 156–158)

- List of Edmark educational products and an overview of Edmark company history

Steps to Start

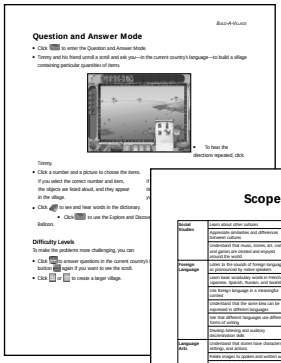
1. Check to be sure Travel the World with Timmy Deluxe is installed.

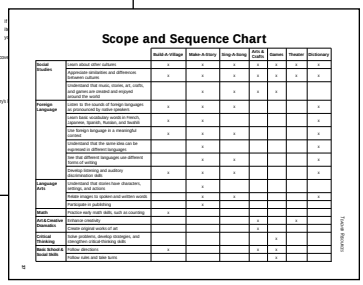
- If the software has not been installed, see *Setup Instructions* (page 5).

2. Read the Teacher's Guide and become familiar with the program.

For teachers who previously used the original *Travel the World with Timmy* program:

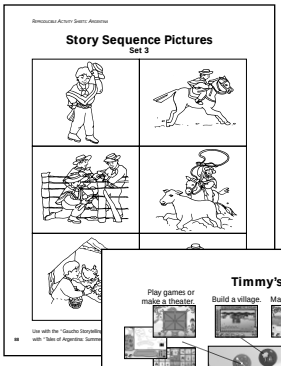
- The activities in this *Deluxe* version are operated in the same manner as the original software, with one exception—please review the directions for Millie's Game (a French strategy game) on page 27.
- Browse through the new classroom extension ideas for Russia and France, beginning on page 115.

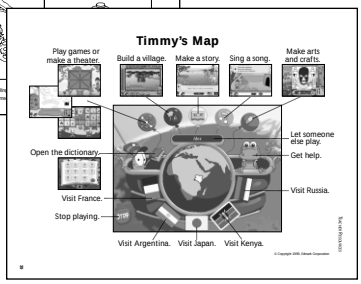

Question and Answer Mode


Scope and Sequence Chart

For teachers using *Timmy* for the first time:

- *What's Inside Travel the World with Timmy Deluxe* (pages 7–10) gives you a brief overview.
- Before you introduce the program to your students, read through the *Software Learning Activities (*pages 11–32) as you try each activity at the computer.
- Use *Adult Options* (see pages 33–34) to customize program options for your students.
- Decide if you want to introduce the activities and countries to your students one at a time, or let them explore at their own pace.
- Browse through the *Teacher Resources* section to find tools to help you use the program with your students
- Skim the *Classroom Activities and Reproducible Activity Sheets* section (starting on page 54) for numerous classroom extension activities.


Story Sequence Pictures
Set 3


Timmy's Map

3. Introduce Timmy to your students!

- Reproduce *Timmy's Map* (page 39) on plain paper to hang by the computer, or copy it on an overhead projector transparency to review as a class.
- See *Introducing the Program to Your Students* (page 38) for more suggestions.

System Requirements

Windows®	Macintosh®
■ Windows 3.1 or Windows 95/98 ■ 486, Pentium®, or better ■ 66 MHz or faster ■ Hard disk with 10 MB free ■ 8 MB memory (RAM) ■ Super VGA graphics, 640x480, 256 or more colors ■ Double-speed (2X) or faster CD-ROM drive ■ Windows-compatible sound card	■ System 7.0.1 or higher ■ 68040 or PowerPC® ■ 8 MB memory (RAM), 16 MB for PowerPC ■ 13" monitor or larger, 640x480, 256 or more colors ■ Double-speed (2X) or faster CD-ROM drive

Optional

- Printer (Required for some arts and crafts and for the theater activities.)
- Edmark TouchWindow®—A touch screen that attaches to your monitor and provides direct, easy input for young students or students with special needs. The TouchWindow is available directly from Edmark Corporation. To order, call (800) 320-8377.

Please…

- Register today so you can receive new product announcements, upgrade news, money-saving offers and friendly, toll-free technical support. It's easy to register. Just mail your registration card or register online during installation. Online registration is toll-free; a modem is required. If you prefer to register by phone, call (800) 691-2988, 24 hours a day, 7 days a week.
- Read the rest of this guide so your students can use *Travel the World with Timmy Deluxe* to its full potential.

Setup Instructions

Windows 95/98

1. Insert the *Travel the World with Timmy Deluxe* CD in your CD-ROM drive.

2. If AutoPlay is enabled, the Installer starts automatically. If AutoPlay is not enabled:

a. Click Start, then select **Run**.

b. Type **d:\setup** (where **d** represents the drive letter of your CD-ROM), then click OK.

3. Follow the on-screen instructions.

To run the program after installation, insert the CD. If the program does not start automatically, select **Start | Programs | Edmark | Travel the World with Timmy Deluxe | Travel the World with Timmy Deluxe**.

To run *Dear Parents*, click its icon on the Startup screen or select **Start | Programs | Edmark | Travel the World with Timmy Deluxe | Timmy Dear Parents**.

Windows 3.1

1. Insert the *Travel the World with Timmy Deluxe* CD in your CD-ROM drive.

2. Choose **Run** from the File menu (in Program Manager).

3. Type **d:\setup** (where **d** represents the drive letter of your CD-ROM), then click OK.

4. Follow the on-screen instructions.

To run the program after installation, insert the CD and double-click the *Travel the World with Timmy Deluxe* icon from the Edmark program group.

To run *Dear Parents*, select its icon from the Edmark program group.

Macintosh

Insert the CD and double-click the *Timmy Deluxe* icon , then follow the instructions on your computer screen.

To run the program after installation, insert the CD and double-click the *Timmy Deluxe* icon .

To run *Dear Parents*, double-click its icon .

- **For more information about *Dear Parents*, see page 36.**
- **To run *Travel the World with Timmy Deluxe* from *KidDesk*, see page 34.**

A Reminder to Register

When you register your copy of *Travel the World with Timmy Deluxe* with us, you become a member of the Edmark Education Team—a group of educators, parents, and software professionals committed to helping students learn. As a member of the Education Team, you automatically receive:

- New product announcements and upgrade news
- Money-saving offers
- Friendly, toll-free technical support

To Register

Fill out the enclosed, postage-paid Registration Card and drop it in the mail.

OR

Register online during installation. Online registration is toll-free; a modem is required.

OR

Give us a call, toll-free: ***(800) 691-2988***

24 hours a day, 7 days a week

Visit Edmark on the Web!

www.edmark.com

- Download free software.
- Learn about Edmark's full line of software for preschool to 10th grade students.
- Find curriculum correlations for most states.
- Sign up for *Edmark E-News*—a free newsletter with fun activities, special offers, and more.
- Find answers to frequently asked technical support questions.
- Leave questions and comments for us.

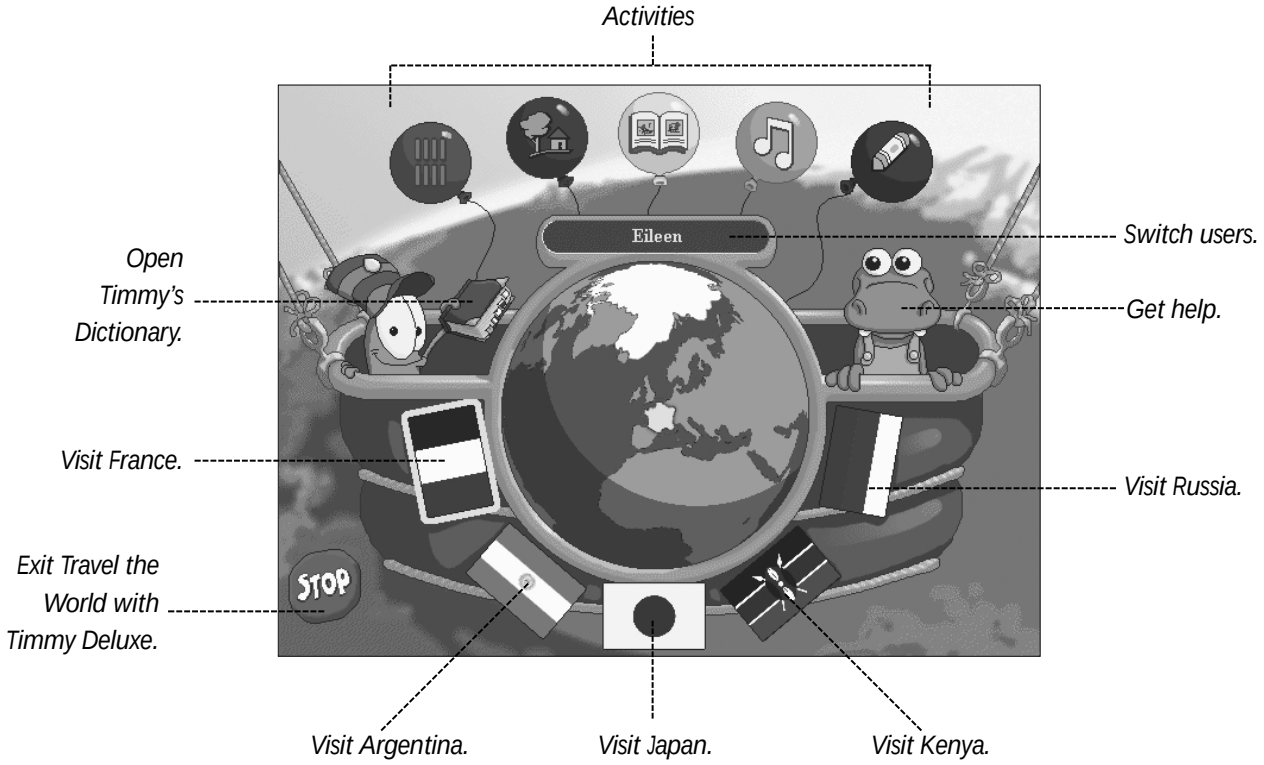
What's Inside Travel the World with Timmy Deluxe?

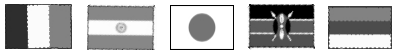
When you travel with Timmy, you travel in style! From Timmy's hot air balloon, you can see the world and visit five countries filled with learning activities.

Timmy's Balloon (Main Menu)

Before you can start traveling, Timmy needs to see your passport! Sign in by selecting your name and clicking OK. If your name is not on the list, type it in, then click OK.

Once you're signed in, the Main Menu appears.



1. Click a country's flag  . The globe spins to display the country.

2. Click one of the small balloons above the globe to start a learning activity in the currently selected country.

Activities Overview

In each country, you can choose from six different learning activities.

Note: The look of each activity varies from country to country, so the screens you see when you open an activity may appear slightly different from the screens shown in this guide. However, each activity works the same way in all five countries. Follow the instructions in this guide to play an activity in any country.

Build-A-Village

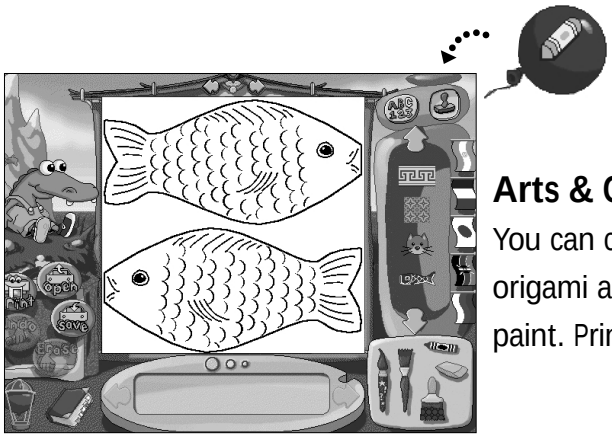
Create your own village in Argentina, France, Japan, Kenya, or Russia. Place from one to ten boys, girls, cats, dogs, etc. in your village. Hear and see numbers and corresponding quantities of items. Learn words in French, Spanish, Japanese, Swahili, and Russian. You can even print and color your unique creation!

Make-A-Story

Choose a character, setting, and actions to create a story. See and hear your story read in English or a foreign language. Print your storybook to enjoy it again and again.

Sing-A-Song

Sing along with Timmy and his friends in Swahili, Japanese, Russian, French, or Spanish! Hear native speakers sing the lyrics, accompanied by traditional music.

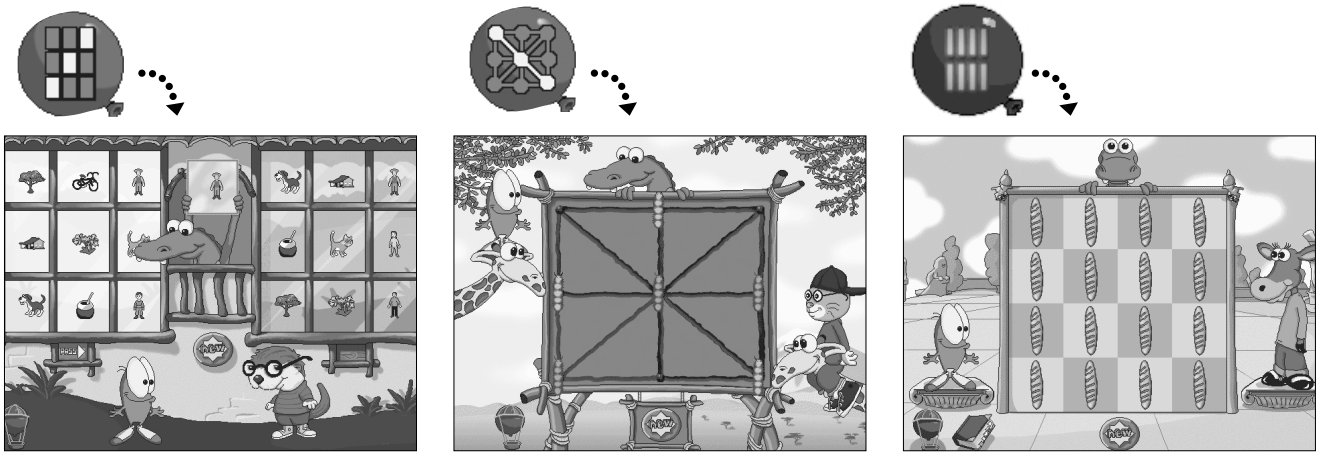


Arts & Crafts

You can create crafts from each country—puppets, kites, origami and more. Fun creativity tools let you draw, stamp, and paint. Print out your creations and play with them!

Games

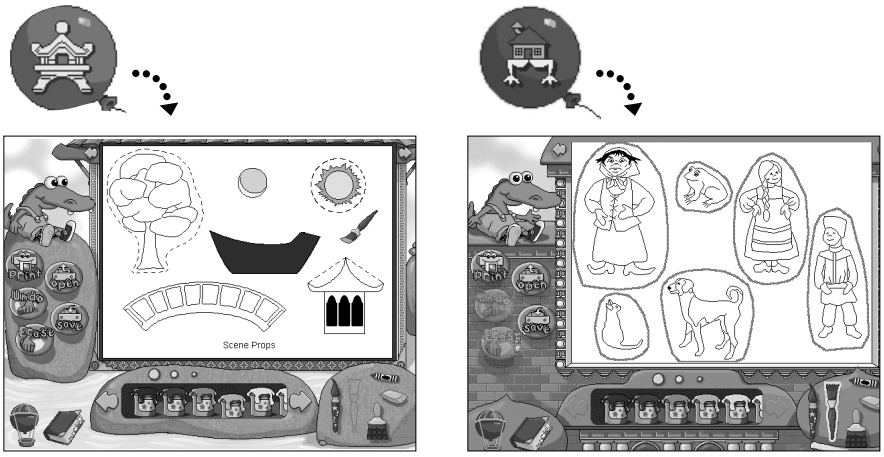
(Argentina, Kenya, and France)



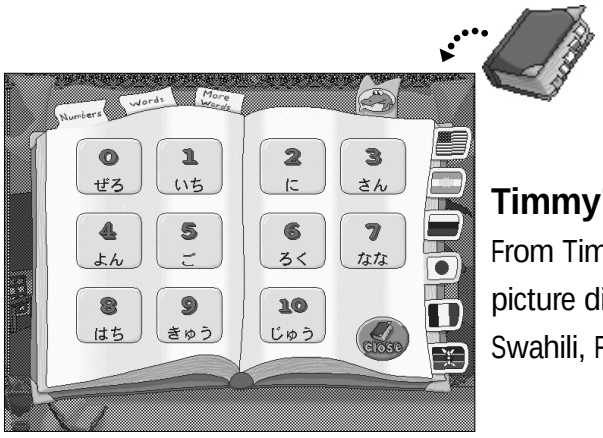
Students around the world enjoy games! As you travel with Timmy, you can play games in Argentina, Kenya, and France.

Theater

(Japan and Russia)



In Japan and Russia, you can color, print, and assemble your own theater! Use your theater for hours of creative and dramatic play.



Timmy's Dictionary

From Timmy's Balloon or from any activity, open the talking picture dictionary. You can see and hear new words in English, Swahili, Russian, French, Japanese, and Spanish.

Adult Options

Use the Adult Options (see pages 33–34) to customize *Travel the World with Timmy Deluxe* to suit your students. To open the Adult Options:

- Windows users, press the **Ctrl** and **Alt** keys while holding down the **A** key.
- Macintosh users, press the **Command** ⌘ and **Option** keys while holding down the **A** key.

Exit Travel the World with Timmy Deluxe

Finished traveling for now?

- From any activity, click to return to Timmy's Balloon.
- From Timmy's Balloon, click

to quit.

Build-A-Village

Experiment with numbers and vocabulary by placing from one to 10 people, dogs, trees, and other objects in a village. You can work in Russian, Swahili, Japanese, French, or Spanish. Build-A-Village offers two modes—Explore Mode and Question and Answer Mode—so you can experience both guided and self-directed learning.

Learning Opportunities

- Count to 10 and learn basic vocabulary words in Japanese, Russian, Spanish, Swahili, and French
- See numerals, hear them spoken, and see the corresponding quantity of objects
- Understand that a number represents a certain quantity of objects, regardless of what the objects are or how they are arranged
- Hear both singular and plural forms of nouns
- Listen to the sounds of foreign languages as pronounced by native speakers
- Develop listening and auditory discrimination skills
- Use foreign language in a meaningful context

About Kids

Recent research on brain development suggests that children who grow up hearing only one language often find their natural ability to distinguish sounds narrowed to just the sounds found in that language. For example, a child who grows up hearing only Japanese may have difficulty distinguishing between the "r" and "l" sounds when learning English. In Build-A-Village, students hear sounds from other languages, expanding the number of phonemes that they hear and use. Your students may enjoy repeating the foreign words and phrases aloud while playing with the program.

Explore Mode

- From Timmy's Balloon, click to build a village. (If you don't see this button, click a flag to choose a country. The small balloons should now appear above the globe.)
- When you enter Build-A-Village, you are automatically in the Explore Mode.
- Select a quantity of each item to add to your village. As you create a village, you learn about numbers and words in foreign languages.

To add items to your village:

2. Click a picture to add that item to the village.

1. Click the number of items you want to add.

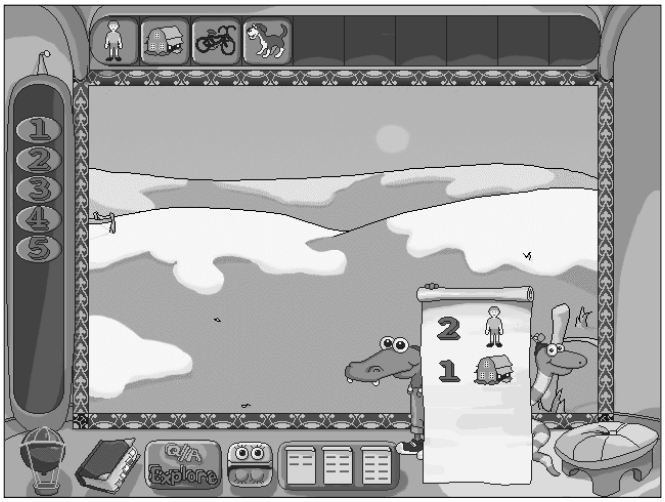
For example, to add two men, click , then click .

As you choose items, you hear each number and item in the foreign language!

- To move an item around your village, click and drag it.
- Click to print a picture of your village.
- Click to clear the screen and start over.
- Click to see and hear words in the dictionary.
- Click to enter the Question and Answer Mode, or click to return to Timmy's Balloon.

Question and Answer Mode

- Click to enter the Question and Answer Mode.
- Timmy and his friend unroll a scroll and ask you—in the current country's language—to build a village containing particular quantities of items.



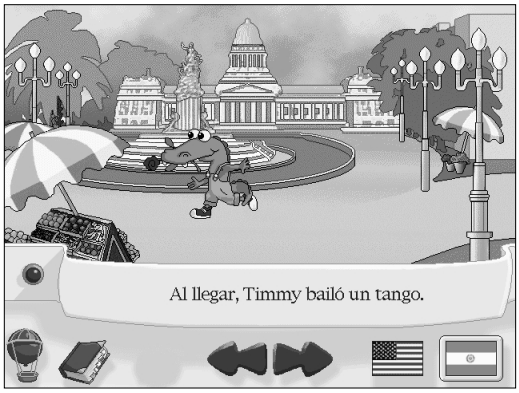
- To hear the directions repeated, click Timmy.
- Click a number and a picture to choose the items.
  - If you select the correct number and item, the objects are listed aloud, and they appear in the village.
  - If you do not select the correct number and item, keep trying! Timmy's friend will help you find the answer.
- Click to see and hear words in the dictionary.
- Click to use the Explore and Discover Mode, or click to return to Timmy's Balloon.

Difficulty Levels

To make the problems more challenging, you can:

- Click to hear the directions in the current country's language, without viewing the scroll. Click the button again if you want to see the scroll.
- Click or to create a larger village.

Make-A-Story



Become a confident author with Make-A-Story. You can send Timmy to Buenos Aires and have him dance a tango, or take Dorothy on a train ride to Tokyo. Hear and see the results of your choices, then print your story to read again later.

Learning Opportunities

- Understand that stories have characters, settings, and actions
- Relate images to written and spoken words
- Participate in publishing
- Understand that the same story can be told in different languages
- See, hear, and learn vocabulary words in English, Russian, Spanish, French, Japanese, and Swahili
- Use foreign language in a meaningful context
- Learn about other cultures through stories
- See that different cultures use different forms of writing

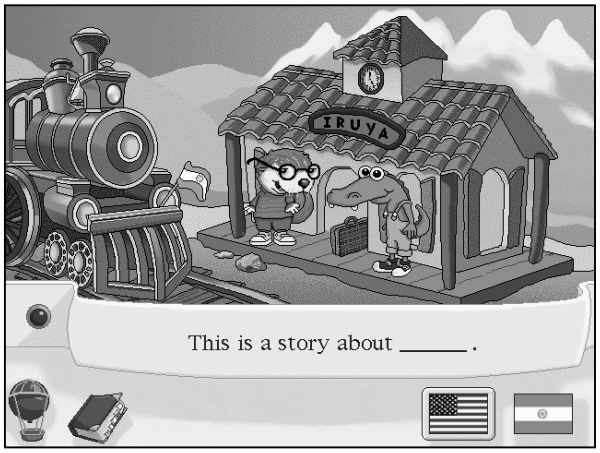
About Kids

Young students love to look at picture books and hear stories read aloud. In Make-A-Story, students can create original books by choosing characters, places, and actions. By clicking a button, your students can hear each story read aloud in two different languages—English plus Swahili, French, Russian, Japanese, or Spanish.

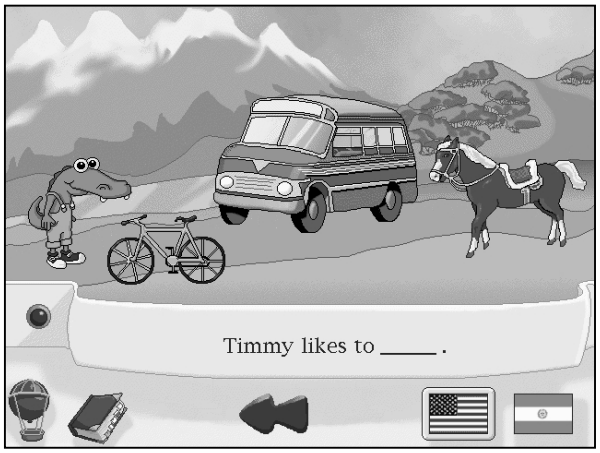
Encourage your students to print out the English version of the story, then read the story aloud together. Your students may also enjoy "reading" by telling you his or her own version of the story while turning the pages.

Making Stories

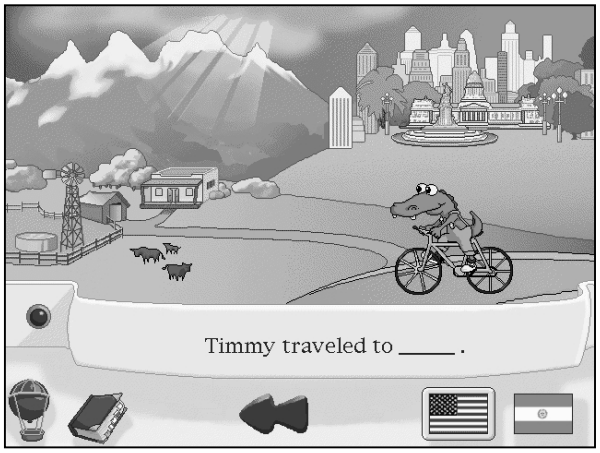
- From Timmy's Balloon, click to make a story. (If you don't see this button, click a flag to choose a country. The small balloons should now appear above the globe.)
- By experimenting with different characters, settings, and actions, you can compose, read, and print your own stories in English or a foreign language.



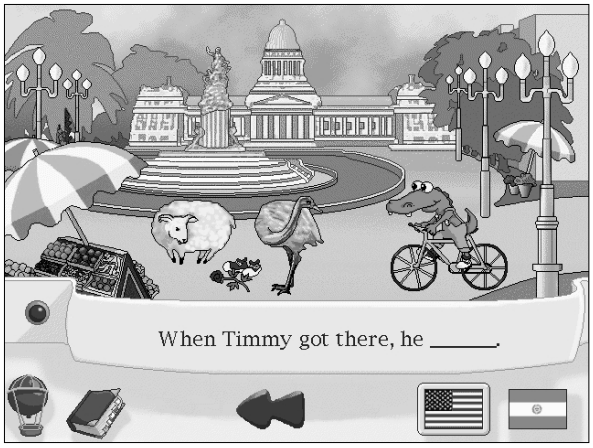
- Click a character (for example,) to complete the sentence and begin a story.
- Click the dot to hear the sentence read aloud.
- Click a word to hear the word read aloud.
- Now click the arrow to move to the next page of the story.



- Click a vehicle (for example,) for your character to travel in.
- To return to the previous page, click the left arrow .
- Click the right arrow to move to the next page of the story.



- Now click a destination (for example,) for your character.
- Click the right arrow to move to the last page of the story.



- Click one of the objects (for example,).
- Click the right arrow to finish your story.

While you are making your story, you can:

- Click a flag to switch between English and the current country's language.
- Click to see and hear words in the dictionary.

Once you have finished your story, you can:

- Click Read to hear your story read aloud.
- Click Print to print your story to share with someone special!
- Click New to make a new story.
- Click to return to Timmy's Balloon.

Reading Options

When you click Read, your story automatically plays all the way through. If you would rather turn the pages yourself, click the arrows at the bottom of the page.

Sing-A-Song

In each country you visit, Timmy finds a folk song! Experience the music of five different cultures as you sing along.

Learning Opportunities

- See, hear, and speak words in Swahili, French, Spanish, Japanese, and Russian
- Listen to and appreciate folk songs of other cultures
- Learn about cultures through songs
- Understand that music is created and enjoyed around the world
- Relate images to written and spoken words
- Hear the sounds of foreign languages
- Use foreign language in a meaningful context
- See that different cultures use different forms of writing

About Kids

Children respond to music very early in life. Most music is highly organized, using patterns and repetition. Children enjoy repeating patterns and delight in making their own music. As they do, musical abilities and aesthetic judgement develop.

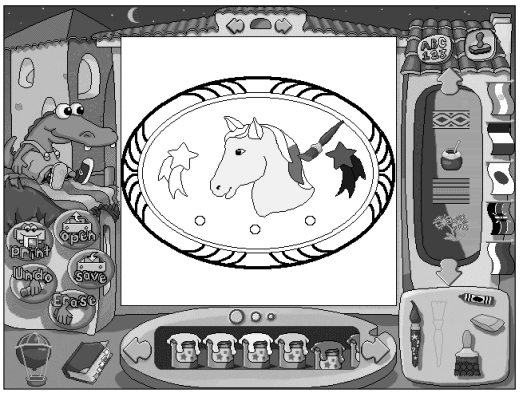
Children take great pride in being able to sing a song in another language. While singing the songs from this program, your students are both hearing and producing the sounds—or phonemes—of a foreign language. By observing, you may discover that your students have special talents and an interest in learning more about music, another language, or another culture.

Singing Songs

- From Timmy's Balloon, click to sing a song. (If you don't see this button, click a flag to choose a country. The small balloons should now appear above the globe.)
- First, Timmy tells you about the song. Then, the song starts playing.

- Click the dot to replay the current page of the song.
- Click an arrow to turn the pages of a multi-page song (Kenya, France, and Argentina only).
- Click to play the whole song. (The pages will turn automatically.)
- Click to see and hear words in the dictionary.
- Click to return to Timmy's Balloon.

Arts & Crafts



Brushes, paints, crayons, and stamps are waiting for your creative touch! Make a variety of crafts—from kites to puppets—in the art styles of France, Japan, Kenya, Russia, and Argentina. Many of the crafts can be printed and assembled.

Learning Opportunities

- Create original works of art
- Enhance creativity and visual arts skills
- Follow directions to assemble crafts
- See and use artistic styles unique to five foreign cultures
- Understand that art is created and enjoyed throughout the world
- Learn about Kenyan, French, Argentinean, Russian, and Japanese cultures through their art
- Appreciate similarities and differences between cultures

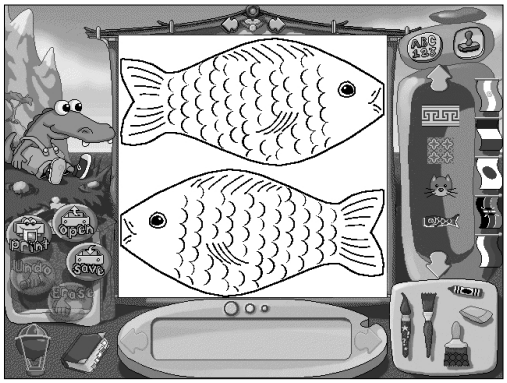
About Kids

Creativity plays an important role in children's development. Opportunities to explore and create with a variety of materials increase children's sensitivity to their environment. Research also suggests that creative expression boosts children's cognitive, social, and emotional development.

Encourage your students to decorate and paint original arts and crafts in each country. Then, ask your students to talk to you about a favorite creation. These discussions are a wonderful opportunity to learn more about your students' thoughts and feelings, and the time you spend appreciating your students' efforts is a positive investment in your students' creativity and self-esteem.

Making Arts and Crafts

- From Timmy's Balloon, click to make your own arts and crafts. (If you don't see this button, click a flag to choose a country. The small balloons should now appear above the globe.)
- Choose from a wide variety of pictures and scenes, then color and stamp them. You can also print out, color, and assemble crafts such as masks, finger puppets, place mats, and origami.



- Timmy tells you about the current page.
- Click an arrow at the top of the screen to see more arts and crafts. When you move to a new picture, any work you've done on the current picture is saved temporarily (until you exit the activity), so you can return to it later and continue.

Color Box

When you use the tools, you can choose colors or textures for painting, drawing, and stamping.

- Click the arrows on the left and right of the Color Box to see more colors or patterns.
- Click a color or pattern to select it.
- Click a dot above the Color Box to change the brush or crayon width.

Tool Box

- Click a tool to select it. Now you can use the tool to draw or paint.
- To change tools, click another tool or stamp.

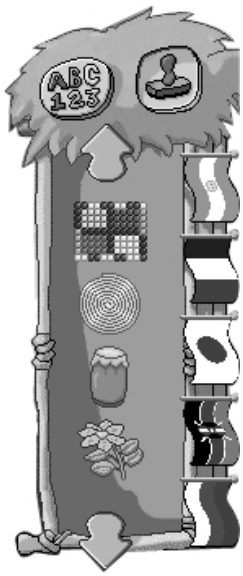
Draw freehand. First, click the crayon. Then, click a color in the Color Box. Now click and drag the crayon to draw.

Paint with colors. Click the paint brush, then click a color in the Color Box. Now click and drag the brush to paint.

Paint with patterns and textures. Click the pattern brush, then click a pattern in the Color Box. Now click and drag the brush to paint.

See how a native artist might paint the picture. Click the magic brush. Now click and drag to reveal the colors.

Stamp Box



The stamps are designed to represent images and art styles found in each country. When you choose a stamp, your cursor becomes that stamp when you place it over the workspace. Wherever you click on the workspace, the picture is stamped. To release the stamp, click another stamp or tool.

- Click a country flag to see stamps from that country.
- To use letter and number stamps, click . To use picture and design stamps, click .

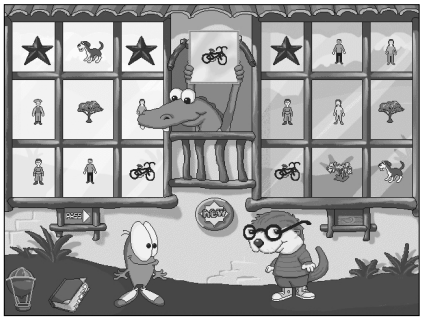
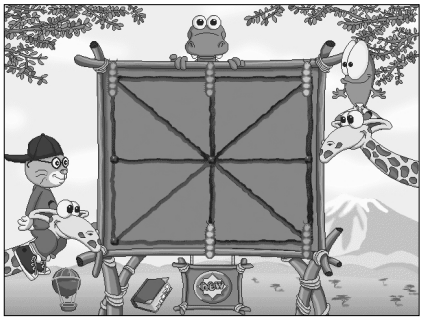
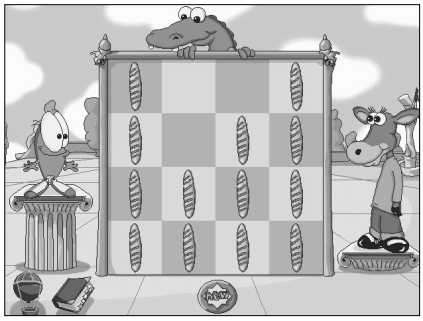
More Options

- Click to erase your most recent change. Click again to redo.
- Click to erase everything and start over.
- Click to see and hear words in the dictionary.

Printing, Saving, and Opening

- Click to print your creation! When you print a craft, you can follow the instructions on the printout to assemble it. If you have a color printer, crafts print in color. If you have a black and white printer, you can use markers, crayons, or paints to color your printout.
- Click to save your work. Drag the thumbnail picture of your creation into an empty box, then click OK. (If you want to delete a creation, drag it to the trash can.)
- Click to open a previously saved creation. Click the thumbnail picture of the creation you'd like to open, then click OK.
- Click to return to Timmy's Balloon.

Games

Students around the world love to play games. Stanley, Bailey, Millie, and Timmy introduce you to a matching game in Argentina and strategy games in Kenya and France.

Learning Opportunities

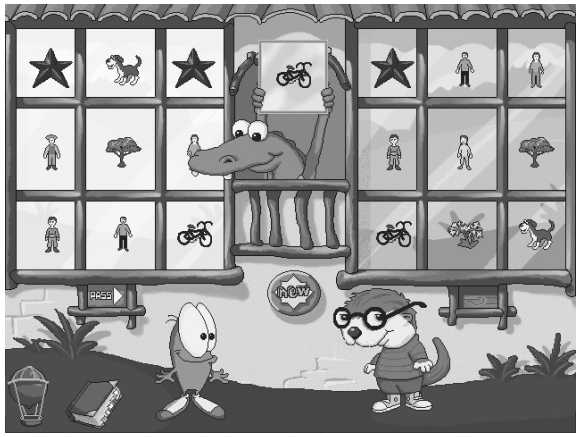
- Follow rules and take turns
- Solve problems, develop strategies, and strengthen critical-thinking skills
- Plan ahead one or more moves to win a game
- Develop visual scanning and discrimination skills by matching pictures
- Understand that games are played and enjoyed throughout the world
- Appreciate similarities and differences between cultures

About Kids

Young students often have difficulty following rules. Games provide an entertaining environment for learning to follow rules, taking turns, and engaging in healthy competition. Strategy games also provide many opportunities to analyze problems, generate and test solutions, and evaluate the results.

Stanley's Game

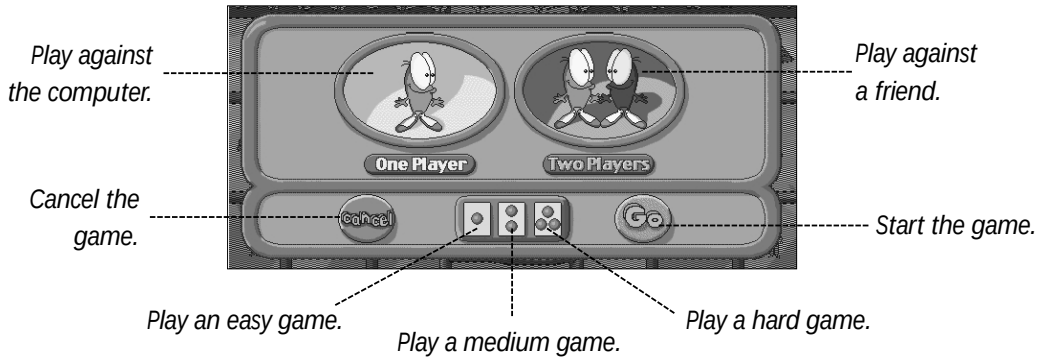
- From Timmy's Balloon, click to select Argentina, then click to play Stanley's Game.



- Timmy tells you how to play the game.

Start a New Game

After Timmy explains the rules, the New Game screen opens. Click to:



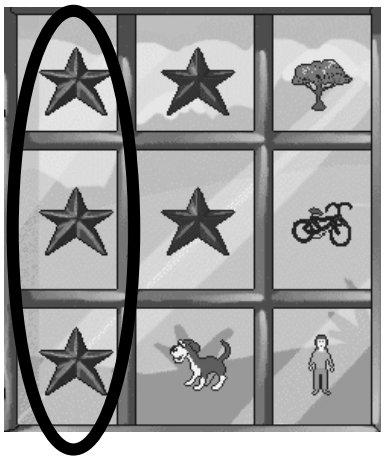
When you're ready to play, click .

Timmy will prompt you to select which player gets to make the first move.

Rules

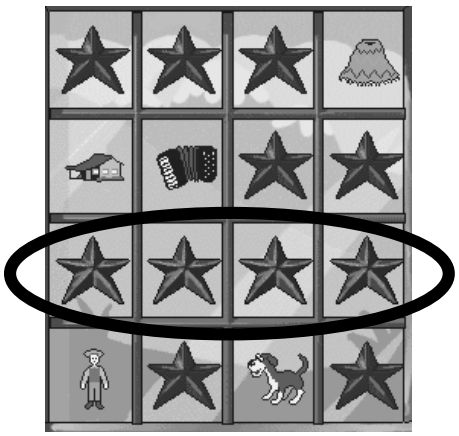
- Each player has a separate board.
- Timmy holds up a picture. The first player looks at her board. If she has the same picture on her board, she clicks the picture and the picture is covered.
- If she doesn't have the picture on her board, she clicks .
- Then it's the second player's turn. If he has the picture on his board, he clicks it. If he doesn't have the picture, he clicks .
- Now Timmy holds up a new picture, and it's the first player's turn again.

- Win by covering three pictures in a row, four pictures in a row, or the whole board—depending on the difficulty level.



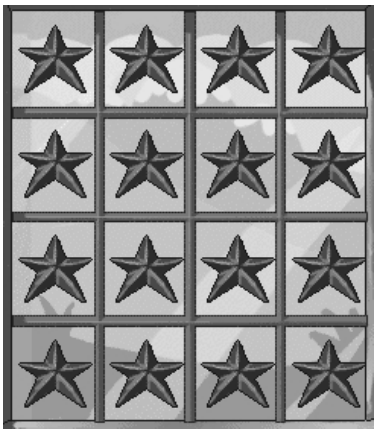
Easy Game

Cover three pictures in a row—horizontally, vertically, or diagonally—to win.



Medium Game

Cover four pictures in a row to win.



Hard Game

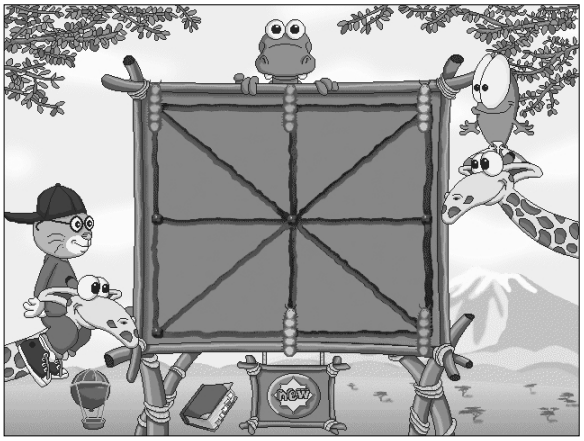
Cover the whole board to win.

At any time during a game, you can:

- Click to start a new game.
- Click to see and hear words in the dictionary.
- Click to return to Timmy's Balloon.

Bailey's Game

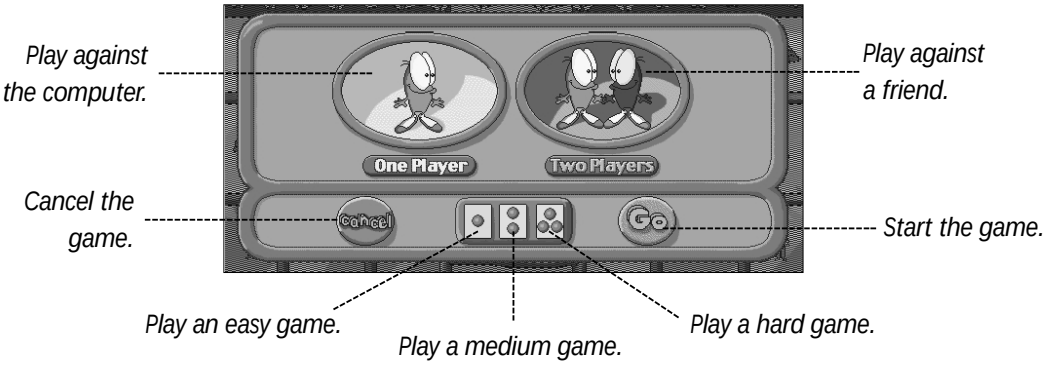
- From Timmy's Balloon, click to select Kenya, then click to play Bailey's Game.



- Timmy tells you how to play the game.

Start a New Game

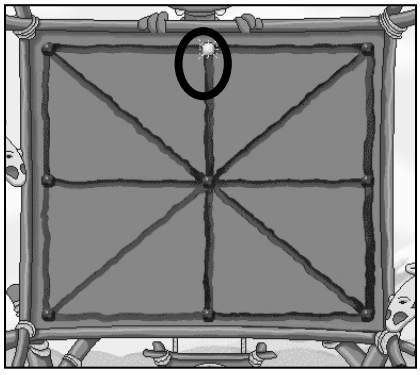
After Timmy explains the rules, the New Game screen opens. Click to:



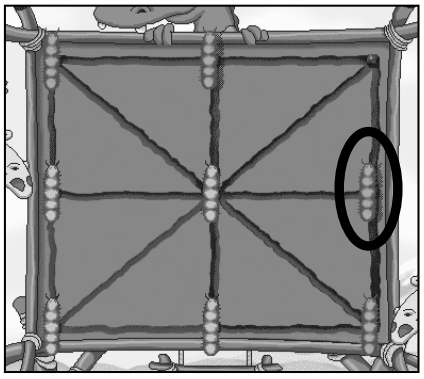
When you're ready to play, click .

Timmy will prompt you to select which player gets to make the first move.

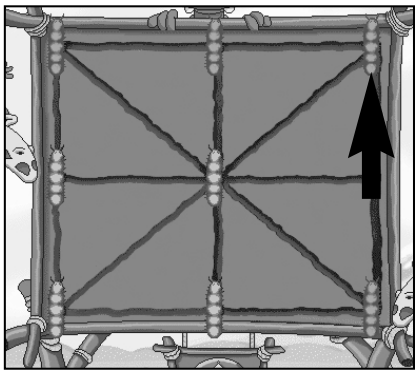
Rules



- Players take turns, each placing up to four pieces on the board.
- To place your piece, just click the spot where you want to put it.

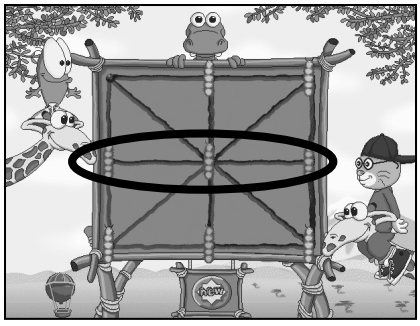


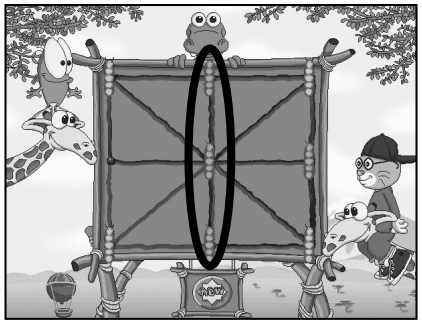
- If nobody wins before all the pieces are placed, players then take turns sliding the pieces around the board.
- When it's your turn to slide, click a piece that's next to an empty spot.
- The piece will slide into the open space.

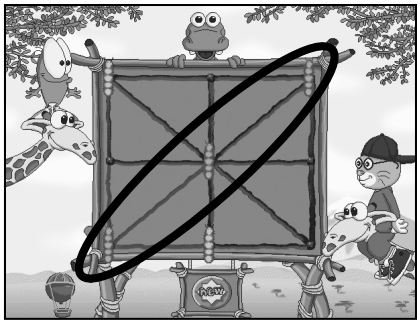


- Continue taking turns sliding the pieces until one player lines up three pieces in a row.

- The first person to get three pieces in a row—horizontally, vertically, or diagonally—wins the game.





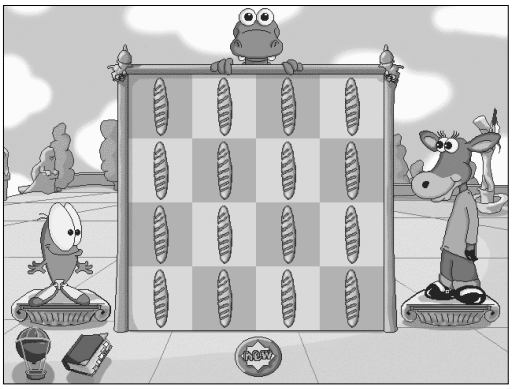


At any time during a game, you can:

- Click Timmy to hear the rules again.
- Click to start a new game.
- Click to see and hear words in the dictionary.
- Click to return to Timmy's Balloon.

Millie's Game

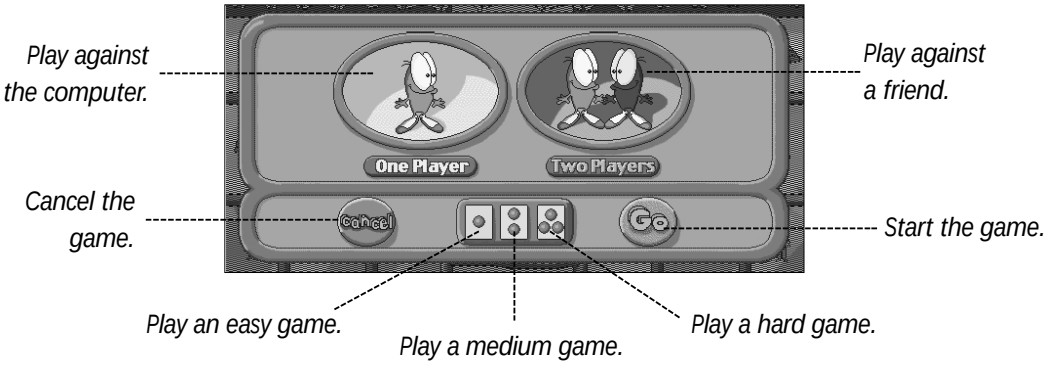
- From Timmy's Balloon, click to select France, then click to play Millie's Game.



- Timmy tells you how to play the game.

Start a New Game

After Timmy explains the rules, the New Game screen opens. Click to:



When you're ready to play, click .

Timmy will prompt you to select which player gets to make the first move.

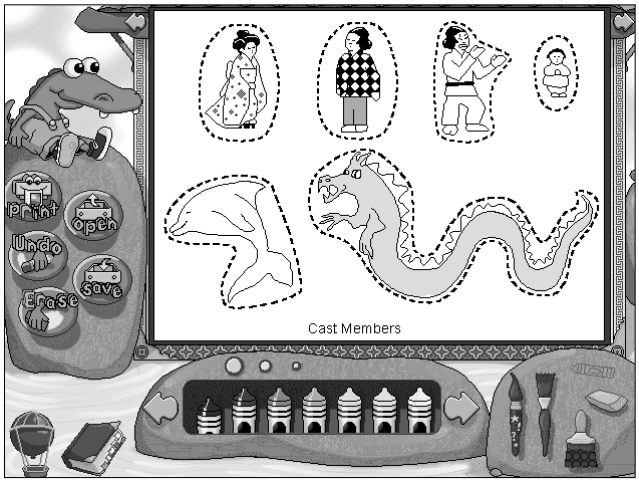
Rules

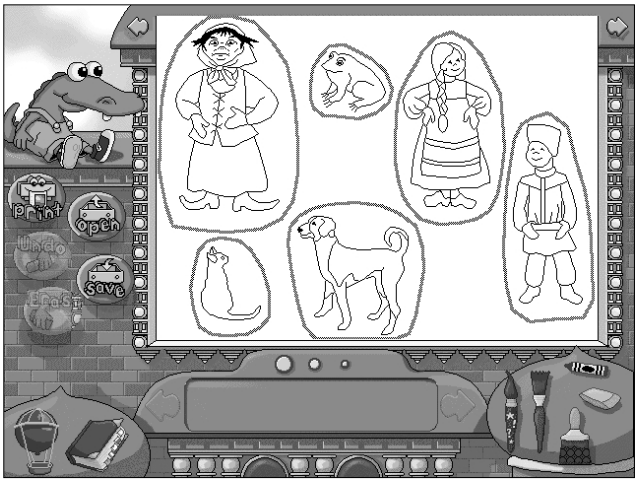
- The first player drags the mouse across any connected group of pieces on the board (one, two, three, or four pieces in the same row or column). The selected pieces are removed from the board.
- Now the second player can choose from one to four connected pieces to remove from the board.
- You win by leaving your opponent with the last piece on the board!

At any time during a game, you can:

- Click Timmy to hear the rules again.
- Click to start a new game.
- Click to see and hear words in the dictionary.
- Click to return to Timmy's Balloon.

Theater





For centuries, people around the world have enjoyed plays. Now it's your turn to make your own Kabuki Theater or Russian Folktale Theater. Color and cut out the props, characters, and scenery, then put on a play!

Learning Opportunities

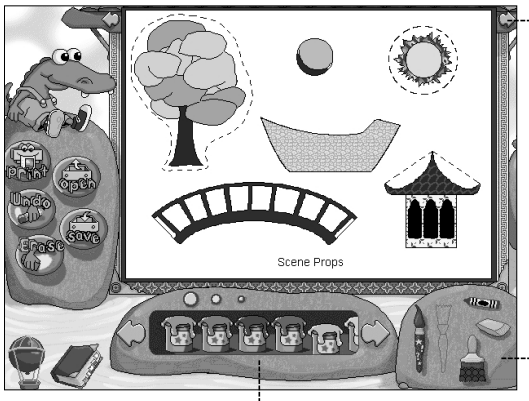
- Learn about Japanese and Russian culture
- Follow directions to assemble crafts
- See and use artistic styles unique to Russian or Japanese culture
- Enhance creativity

About Kids

Most young children love to "play pretend." The Kabuki Theater and Russian Folktale Theater provide students with an opportunity to engage in creative, dramatic play while exploring Japanese or Russian culture. Encourage your students to create new stories as well as retelling familiar stories with the theater. Groups of students may enjoy performing some of these plays for the entire class.

Creating a Theater

- From Timmy's Balloon, click to select Japan, then click to make a Kabuki Theater.
- From Timmy's Balloon, click to select Russia, then click to make a Russian Folktale Theater.
- Paint and draw on scenes, props, and characters, then print them out and make your own play!



Scroll through props, cast members, foregrounds, and the frame.

Tool Box

Color Box

- Click an arrow at the top of the screen to see props, cast members, foregrounds, and the frame. When you move to a new page, any work you've done on the current page is saved temporarily (until you leave the activity), so you can return later and continue.

Color Box

When you use the tools (see page 31), you can choose colors or textures for painting, drawing, and stamping.

- Click the arrows to the left and right of the Color Box to see more colors or patterns.
- Click a color or pattern to select it.
- Click a dot above the Color Box to change the brush or crayon width.

Tool Box

Click a tool to select it. Now you can use the tool to draw or paint. To change tools, click another tool.

Draw freehand. First, click the crayon. Then, click a color in the Color Box. Now click and drag the crayon to draw.

Paint with colors. Click the paint brush, then click a color in the Color Box. Now click and drag the brush to paint.

Paint with patterns and textures. Click the pattern brush, then click a pattern in the Color Box. Now click and drag the brush to paint.

See how a native artist might paint the object. Click the magic brush. Now click and drag to reveal the colors.

More Options

- Click to erase your most recent change. Click again to redo.
- Click to erase everything and start over.
- Click to see and hear words in the dictionary.

Printing, Saving, and Opening

- Click to print this page. If you have a color printer, the page prints in color. If you have a black and white printer, you can use markers, crayons, or paints to color your printout.
- Click to save this page. Drag the thumbnail picture of your creation into an empty box, then click OK. (If you want to delete a page, drag it to the trash can.)
- Click to open a previously saved page. Click the thumbnail picture of the page you'd like to open, then click OK.
- Click to return to Timmy's Balloon.

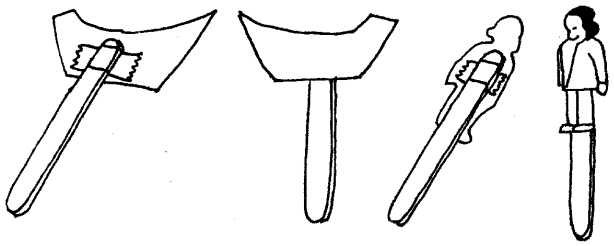
Playing with the Theater

Once you've printed your props, cast members, foreground, and frame, follow these steps to assemble your theater.

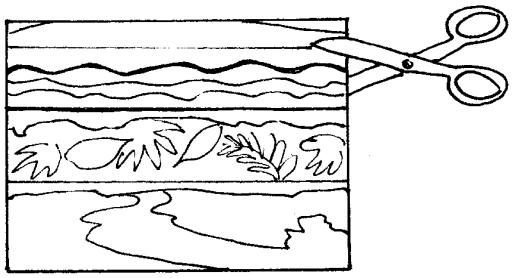
1. If you did not make color printouts, color your props, cast members, foregrounds, and theater frame.

2. Cut out the frame, characters, and props. For durability, you may want to glue the printouts onto heavy paper (such as construction paper or lightweight cardboard) before you cut them out.

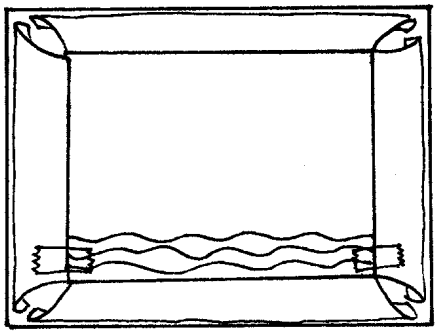
3. Tape or glue a Popsicle stick or sturdy drinking straw to the back of each character.



4. Cut out the foreground you'd like to use in your first scene.

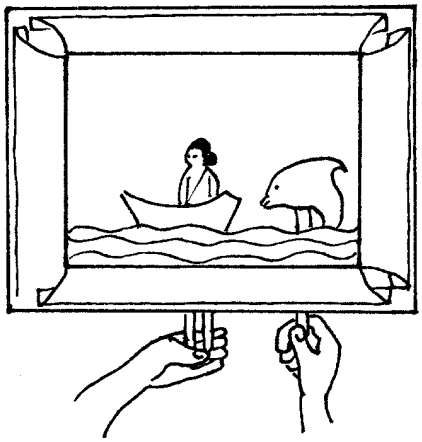


5. Tape the foreground to the theater frame.



6. Place the frame on a flat surface, such as a table. If you like, place a piece of plain white or colored paper behind the frame.

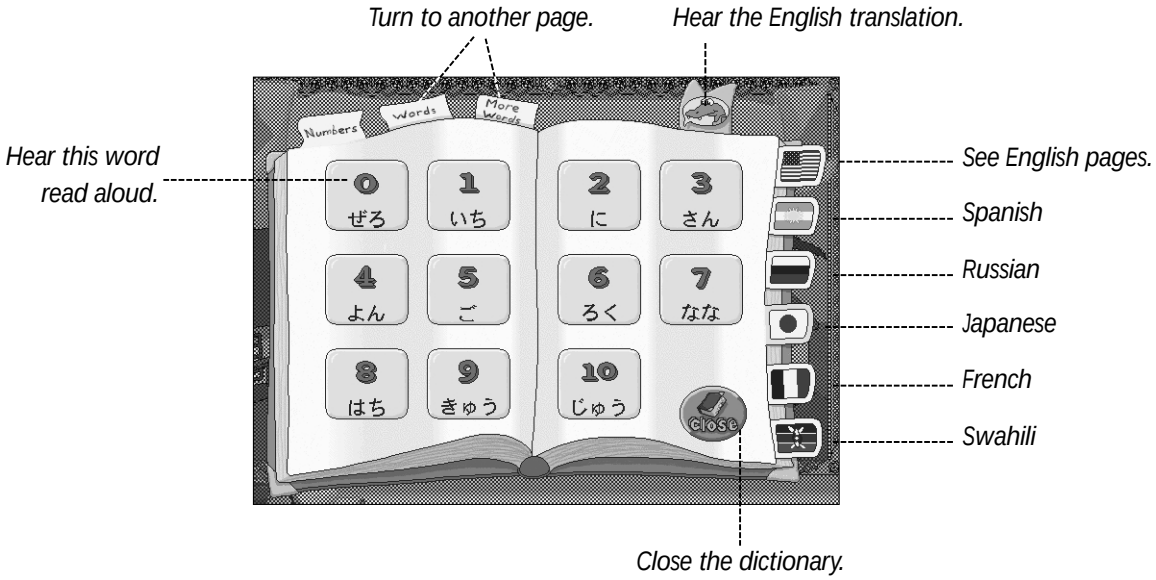
7. Slip the cast members and props under the frame. Move them around as you tell a story!



Dictionary

From Timmy's Balloon or from any activity, you can open a talking picture dictionary in English, Spanish, Japanese, Russian, French, and Swahili. Use the dictionary as often as you like to explore and practice new words!

- To use the dictionary, click . The dictionary opens to the language spoken in the country you are visiting.



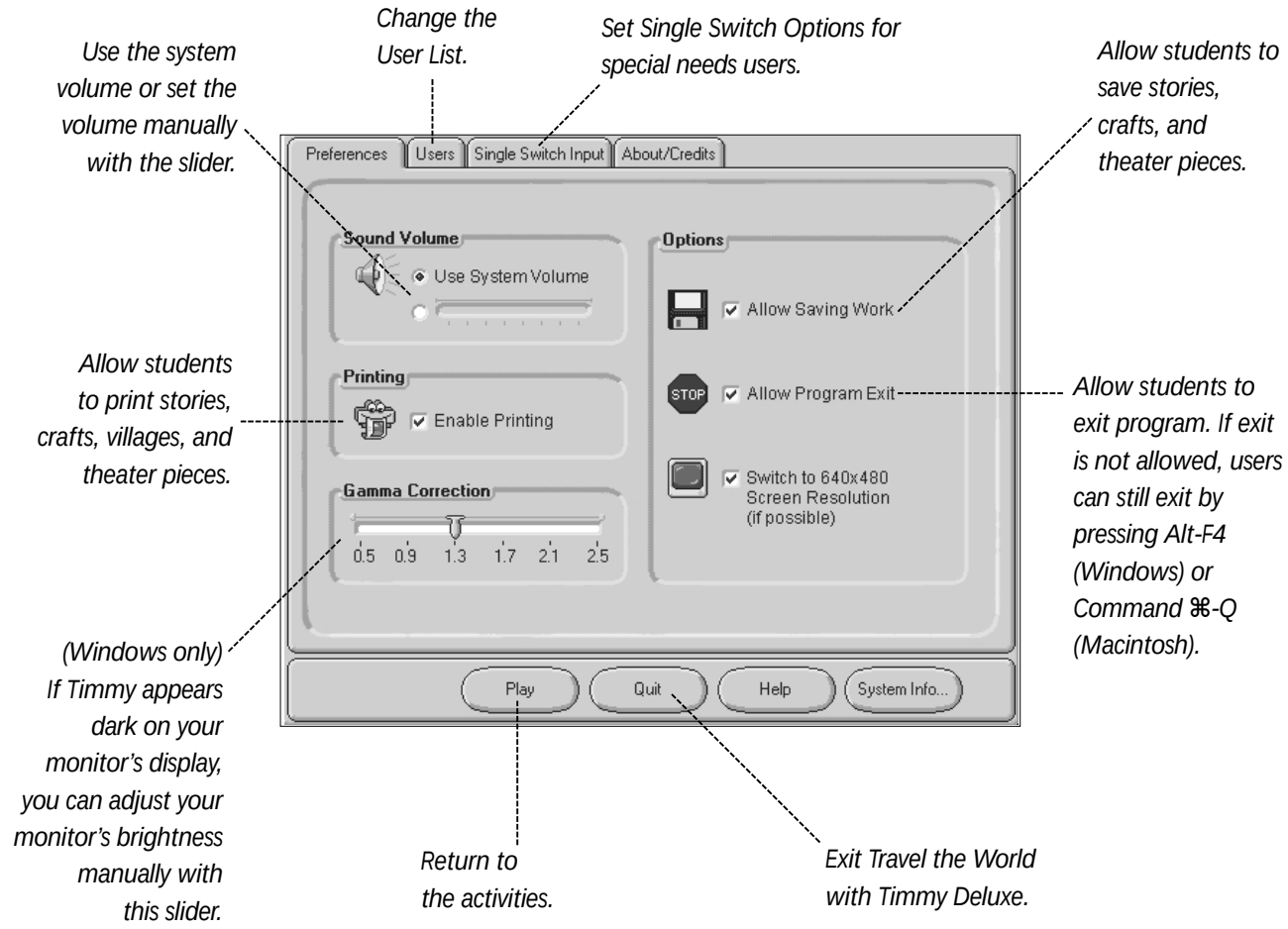
- Click any picture or word to hear the word read aloud.
- Click a tab on the top of the page to see more words.
- Click Timmy's tab at the top of the page to hear the English translation after each word is pronounced in the native language
- Click a tab on the side to switch languages.
- When you're done, click .

Adult Options

Use Adult Options to change preference settings for *Travel the World with Timmy Deluxe*, set single-switch options, and modify the User List.

To enter Adult Options, Windows users hold down the Ctrl and Alt keys while pressing the "A" key. Macintosh users hold down the Command ⌘ and Option keys while pressing the "A" key.

Preferences


Use the system volume or set the volume manually with the slider.
Change the User List.
Set Single Switch Options for special needs users.
Allow students to save stories, crafts, and theater pieces.
Allow students to print stories, crafts, villages, and theater pieces.
Allow students to exit program. If exit is not allowed, users can still exit by pressing Alt-F4 (Windows) or Command ⌘-Q (Macintosh).
(Windows only) If Timmy appears dark on your monitor's display, you can adjust your monitor's brightness manually with this slider.
Return to the activities.
Exit Travel the World with Timmy Deluxe.
Preferences
Users
Single Switch Input
About/Credits
Sound Volume
Use System Volume
Printing
Enable Printing
Gamma Correction
0.5 0.9 1.3 1.7 2.1 2.5
Options
Allow Saving Work
Allow Program Exit
Switch to 640x480 Screen Resolution (if possible)
Play
Quit
Help
System Info...

Users

Click the "Users" tab.

- To remove a name from the User List, select the name and click "Delete." (You cannot remove the current user or the "Guest" user.)
- To add a name to the User List, type the name under "New User," then click the "Add User" button.
- If the "Allow New Users to Add Themselves" box is checked, students can add their names to the User List at the Main Menu. Uncheck this box if you do not want students to add their own names.

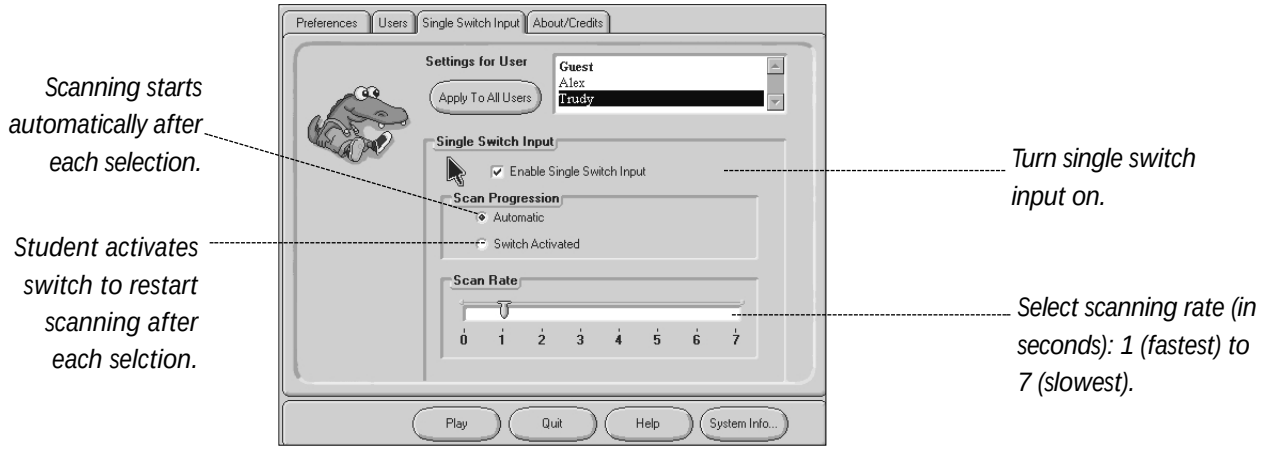
Single Switch Input Options for Students with Special Needs

Built-in scanning is available for single switch users at Timmy's Balloon (the Main Menu) and most of the activities (all except Arts & Crafts and Theater). When scanning is turned on, a selection arrow automatically advances from choice to choice. Your students make a selection by activating a specialized switch, touching a TouchWindow, clicking the mouse, or (Windows users only) pressing the Space Bar of your keyboard.

1. From the Adult Options screen, click the "Single Switch Input" tab.

2. Select the name of the student who will be using single switch scanning, then click "Enable Single Switch Input."

3. Set Single Switch Options for this student:



To apply these settings to all users, click "Apply To All Users."

KidDesk® Aware

KidDesk Family Edition, a separate program published by Edmark, gives students a place of their own on the computer—a personalized desktop that provides hard disk security, letting students use the computer independently and run only those programs you select for their use.

KidDesk Internet Safe offers the same hard disk security and personalized desktops as *KidDesk Family Edition*, while also providing a "safety first," child-friendly Web browser that helps protect students from inappropriate content on the Internet.

If *Travel the World with Timmy Deluxe* is launched from *KidDesk*:

- The *KidDesk* user is signed in automatically and the User List does not appear. To switch users, return to *KidDesk* and open a different desk.
- The Stop Sign at Timmy's Balloon is replaced by the *KidDesk* icon. Clicking the icon returns the user to *KidDesk*.
- For instructions on adding *Travel the World with Timmy Deluxe* to *KidDesk*, please refer to your *KidDesk* guide.

Students with Special Needs

Like all Edmark programs, *Travel the World with Timmy Deluxe* includes built-in features that make it an effective learning tool for a wide variety of students.

Access Options

Travel the World with Timmy Deluxe offers a wide variety of access options, including direct selection and scanning. It is fully compatible with **TouchWindow**, a portable touch-sensitive screen that attaches to the computer monitor, allowing direct and natural touch input.

Built-in **scanning for single switch users** is available at Timmy's Balloon (the Main Menu) and in most of the activities (all except Arts & Crafts and Theater). When scanning is turned on, a selection arrow automatically advances from choice to choice on screen. (The scanning speed can be adjusted from *Adult Options*; see page 34.) Students make a selection by activating a single switch device. You can use any of the following as a single switch device:

- A specialized switch. (Some are available from Edmark. Call (800) 362-2890.)
- A TouchWindow: Remove the TouchWindow from the monitor, place it on a desktop or lap, and touch any part of the screen to make a selection.
- A mouse: Click the mouse button to make a selection.
- The keyboard (Windows users only): Press the Space Bar to make a selection.

Unique Features

These are a few of the features that make *Travel the World with Timmy Deluxe* extremely effective for students with special needs.

Age-appropriate learning goals and a child-friendly interface:

- Encourage independence and provide successful learning experiences.
- Capture and maintain student attention.

Positive, gentle guidance and feedback, as well as self-directed activities:

- Provide encouragement for students to explore and experiment without risk of failure.
- Allow students a chance to repeat activities as often as needed or desired.
- Allow for both independent and directed learning.
- Enable students to progress at their own pace.

High-quality speech in four languages, including many children's voices:

- Provides good modeling for speech and language students and ESL students.
- Stimulates and encourages verbal participation.
- Supports understanding for students with visual problems.
- Enables students to consult auditory support for repetition of questions and explanations.

Dear Parents

Donna Stanger, award-winning software designer and former teacher with twenty years of classroom experience, shares her thoughts about early learning and the activities in *Travel the World with Timmy Deluxe*. You may want to invite your students' parents to watch *Dear Parents* as they wait for conference appointments or participate in "Back to School Night" or "Open House."

For Windows 95/98 Users:

After installation of *Travel the World with Timmy Deluxe* (see Setup Instructions, page 5), click the *Dear Parents* button on the Startup Screen to begin. If the Startup Screen does not appear automatically, select *Dear Parents* from the Start | Programs | Edmark | Travel the World with Timmy Deluxe menu.

For Windows 3.1 Users:

After installation of *Travel the World with Timmy Deluxe* (see Setup Instructions, page 5), double-click the *Dear Parents* icon to begin. The *Dear Parents* icon can be found in the Edmark program group.

For Macintosh Users:

Insert the CD-ROM and double-click the *Dear Parents* icon to begin.

Scope and Sequence Chart

		Build-A-Village	Make-A-Story	Sing-A-Song	Arts & Crafts	Games	Theater	Dictionary
Social Studies	Learn about other cultures	x	x	x	x	x	x	x
	Appreciate similarities and differences between cultures	x	x	x	x	x	x	x
	Understand that music, stories, art, crafts, and games are created and enjoyed around the world		x	x	x	x		
Foreign Language	Listen to the sounds of foreign languages as pronounced by native speakers	x	x	x				x
	Learn basic vocabulary words in French, Japanese, Spanish, Russian, and Swahili	x	x					x
	Use foreign language in a meaningful context	x	x	x				x
	Understand that the same idea can be expressed in different languages		x					x
	See that different languages use different forms of writing		x	x				x
	Develop listening and auditory discrimination skills	x	x	x				x
Language Arts	Understand that stories have characters, settings, and actions		x					
	Relate images to spoken and written words		x	x				x
	Participate in publishing		x					
Math	Practice early math skills, such as counting	x						
Art & Creative Dramatics	Enhance creativity				x		x	
	Create original works of art				x			
Critical Thinking	Solve problems, develop strategies, and strengthen critical-thinking skills					x		
Basic School & Social Skills	Follow directions	x			x	x		
	Follow rules and take turns					x		

Introducing the Program to Your Students

Travel the World with Timmy Deluxe is easy to use, but your introduction can help students make the most of their computer time. First, you may want to spend an hour or so exploring the software yourself, using pages 11–33 of this guide. Playing with *Timmy Deluxe* is fun, and it familiarizes you with the program features, so you can better orient and assist your students.

At this time, you can also use the Adult Options (see pages 33–34) to enter your students' names. Or, you can let students do this themselves later, as they begin using the program.

Timmy's Map

The map on page 39 shows the basic features of the program. You may want to:

- Duplicate the map on plain paper and post a copy by each computer for students to use as they explore the software independently.
- Duplicate the map on an overhead projector transparency and use it while you introduce the program to the class.

Free and Guided Exploration

Most students are eager to explore all of the activities the first time they use the program. You may want to allow students to do this for their first session. Then, on subsequent sessions, you can focus on specific countries or learning activities.

So Let's Begin!

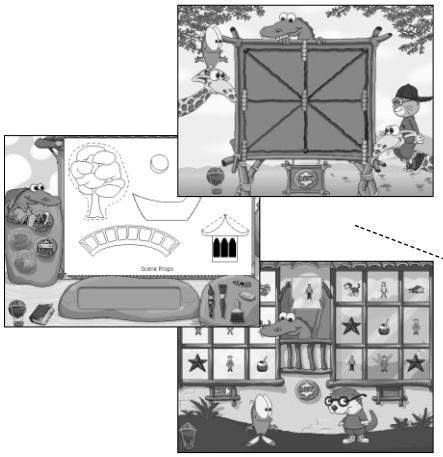
Once you are comfortable with the software, demonstrate it to your students. If possible, use a large-screen monitor or projection device. Show students how to add or choose their names at Timmy's Balloon (the Main Menu), how to choose a country, and how to select an activity in that country. (If you need a review of these steps yourself, please see page 7 of this guide.)

You may want to:

- Space your introduction over several days or weeks. For example, you can demonstrate Make-A-Story the first day, then invite students to create their own stories at the computer. Another day, introduce Arts & Crafts, and so on.
- Focus on one country at a time, as part of a thematic unit that includes both *Travel the World with Timmy Deluxe* and related, hands-on classroom activities (beginning on page 54). Students can try each of Timmy's activities in the country of your choice. When and if you move on to another country, students will find that the software activities work basically the same way in all five countries (with the exception of the games).
- Invite students to freely explore all five countries. Encourage their curiosity by using some of the corresponding classroom activities and reproducible worksheets, beginning on page 54.

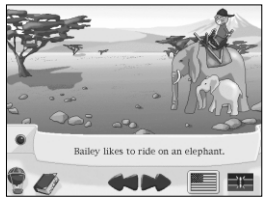
Timmy's Map

Play games or make a theater.



Build a village.

Make a story.



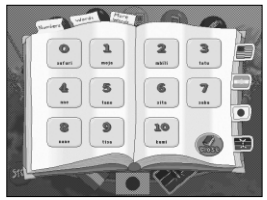
Sing a song.

Make arts and crafts.

Let someone else play.

Get help.

Open the dictionary.



Visit Russia.

Visit France.

Stop playing.

Visit Argentina.

Visit Japan.

Visit Kenya.

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Language and Culture Resources

Field Trips

A field trip can help students learn more about the cultures featured in *Travel the World with Timmy Deluxe*. Try visiting:

- An international or ethnic grocery store
- An ethnic restaurant
- A museum with exhibits on any of these five countries, such as a children's museum, art museum, or history museum
- A local port (see imports arriving and exports leaving)
- A concert featuring music from the country of your choice

Speakers

Arrange for someone who has lived in Japan, Argentina, France, Russia, or Kenya to visit your class. Invite your speaker to bring in photographs, clothing, food, toys, or other items related to the country and culture! To find potential speakers, you may want to locate and contact:

- Members of your school community who have lived in another country (students, parents, school volunteers, teachers, administrators, support staff)
- American students returning from an exchange program abroad (contact a local high school or university)
- Foreign exchange students studying in your community (contact a local high school or university)
- University professors and graduate students
- Service organizations (for example, Rotary International or Lions Club)
- Sister city organizations

Learning World Languages

You may want to arrange for your students to learn one of the languages represented in *Travel the World with Timmy Deluxe*. Ideally, the instructor would be a native speaker of the language who has experience working with children and training in child-focused language instruction methods, such as Total Physical Response, the Natural Approach, or the Communicative Approach. Language experts recommend that lessons be taught exclusively in the target language and meet at least twice weekly for about 30 minutes per session.

Possible sources of instruction include:

- a high school or middle school foreign-language teacher
- private language schools or educational services
- a member of your school community who is a native speaker of the language

E-Mail Key Pals

Use an Internet connection to reach out to the world! Find a "buddy class" in Russia, Argentina, France, Japan, or Kenya. This may take some Internet research and preparation, but it will provide your students with authentic contacts in a foreign country. To find a buddy class:

- Search the Internet for e-mail pen pal (or "key pal") sites. Use the key words "pen" and "pal" or "key" and "pal" (within quotes) on any search engine.

  Key pal sites active at the time of this writing include:
  http://www.epals.com
  http://www.reedbooks.com.au/heinemann/global/keypalt.html
  http://www.ks-connection.com/penpal/recent/BC.html
  http://www.mightymedia.com/keypals

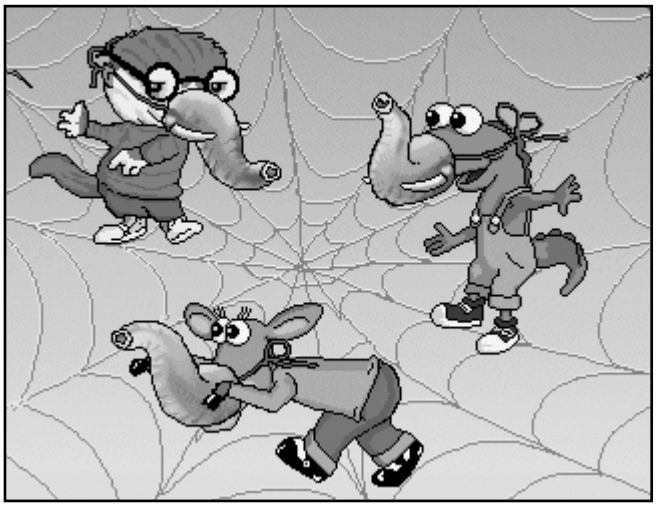
- Speak to foreign-language teachers at your district's high school and middle school, who may have ideas for finding appropriate organizations and Web sites.

With your supervision, second graders and some first graders can correspond with individual students in the other country. (Be sure to monitor the mail exchange and talk to your class about e-mail safety.) For younger students, you may want to do a class-to-class message exchange. You and the foreign teacher act as "secretaries," writing your own students' questions and information to send to the foreign class, and reading the foreign students' responses to your own class.

Note: Depending on your school's policy, you may want to have parents sign an Internet permission slip for this activity.

Song Translations

Sing-A-Song in Argentina



Un elefante se balanceaba
sobre la tela de una araña,
como veía que resistía,
fue a llamar otro elefante.

Dos elefantes se balanceaban,
sobre la tela de una araña,
como veían que resistía,
fueron a llamar otro elefante.

Tres elefantes se balanceaban,
sobre la tela de una araña,
como veían que resistía,
fueron a llamar otro elefante.

One elephant balanced
on a spider's web.
Because he saw it was holding up,
he called another elephant.

Two elephants balanced
on a spider's web.
Because they saw it was holding up,
they called another elephant.

Three elephants balanced
on a spider's web.
Because they saw it was holding up,
they called another elephant.

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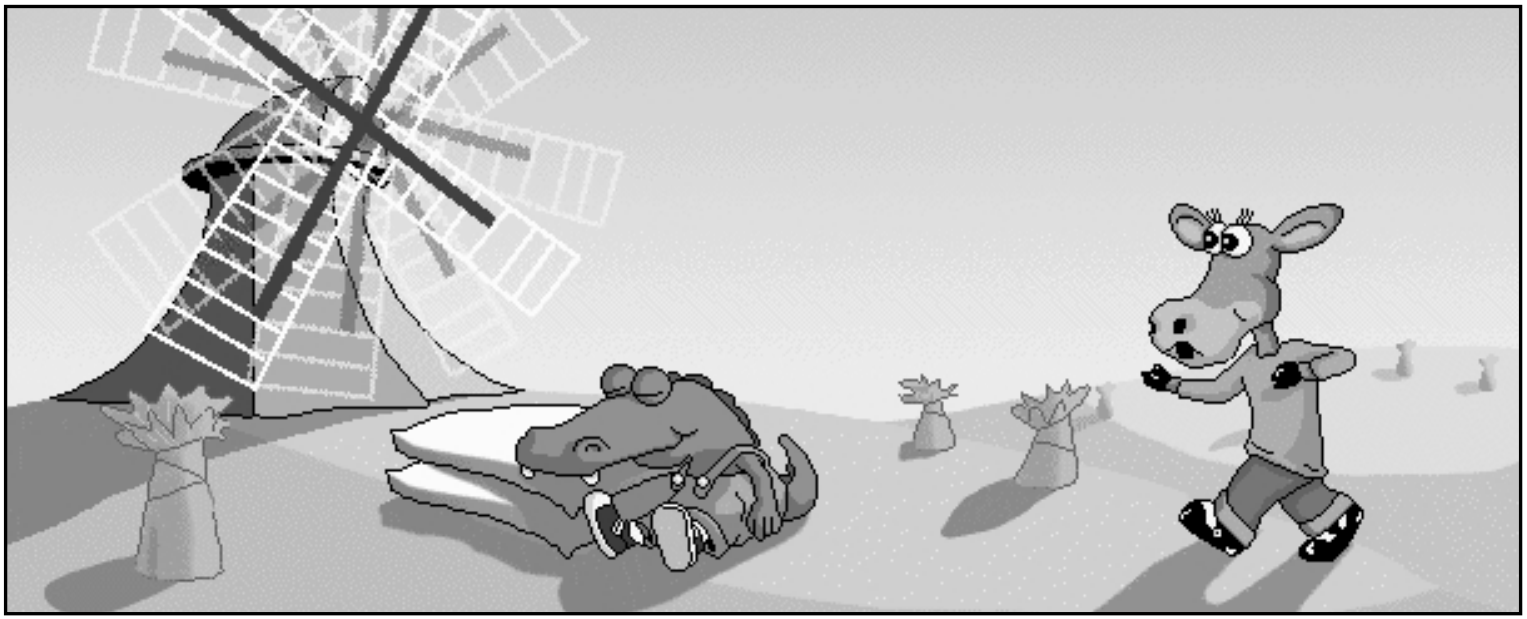
Sing-A-Song in France



Meunier tu dors,
Ton moulin, ton moulin va trop vite.
Meunier tu dors,
Ton moulin, ton moulin va trop fort.

Ton moulin, ton moulin va trop vite, va trop vite.
Ton moulin, ton moulin va trop fort, va trop fort.
Ton moulin, ton moulin va trop vite, va trop vite.
Ton moulin, ton moulin va trop fort.

Miller, you are sleeping,
Your windmill, your windmill goes too fast.
Miller, you are sleeping,
Your windmill, your windmill goes too hard.

Your windmill, your windmill goes too fast, too fast.
Your windmill, your windmill goes too hard, too hard.
Your windmill, your windmill goes too fast, too fast.
Your windmill goes too hard.

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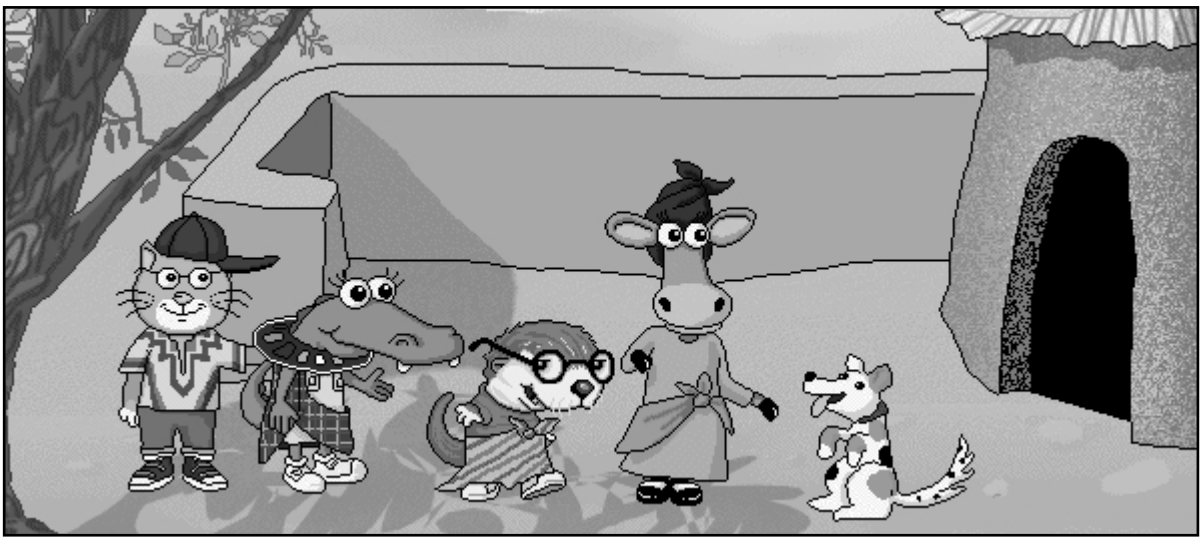
Sing-A-Song in Kenya



Kuna mtu shambani Kuna mtu shambani ia, ia, kuna mtu Shambani	There's someone on the farm, there's someone on the farm. Ee-ya, ee-ya, there's someone on the farm.
Mtu ataka mke Mtu ataka mke ia, ia, mtu ataka Mke	The person wants a wife, the person wants a wife. Ee-ya, ee-ya, the person wants a wife.
Mke ataka mtoto Mke ataka mtoto ia, ia, mke ataka Mtoto	The wife wants a child, the wife wants a child. Ee-ya, ee-ya, the wife wants a child.
Mtoto ataka yaya Mtoto ataka yaya ia, ia, mtoto ataka Yaya	The child wants a nanny, the child wants a nanny. Ee-ya, ee-ya, the child wants a nanny.
Yaya ataka mbwa Yaya ataka mbwa ia, ia, yaya ataka Mbwa	The nanny wants a dog, the nanny wants a dog. Ee-ya, ee-ya, the nanny wants a dog.
Tumpapase Mbwa Tumpapase Mbwa ia, ia, Tumpapase Mbwa	Let's pat the dog, let's pat the dog! Ee-ya, ee-ya, let's pat the dog!

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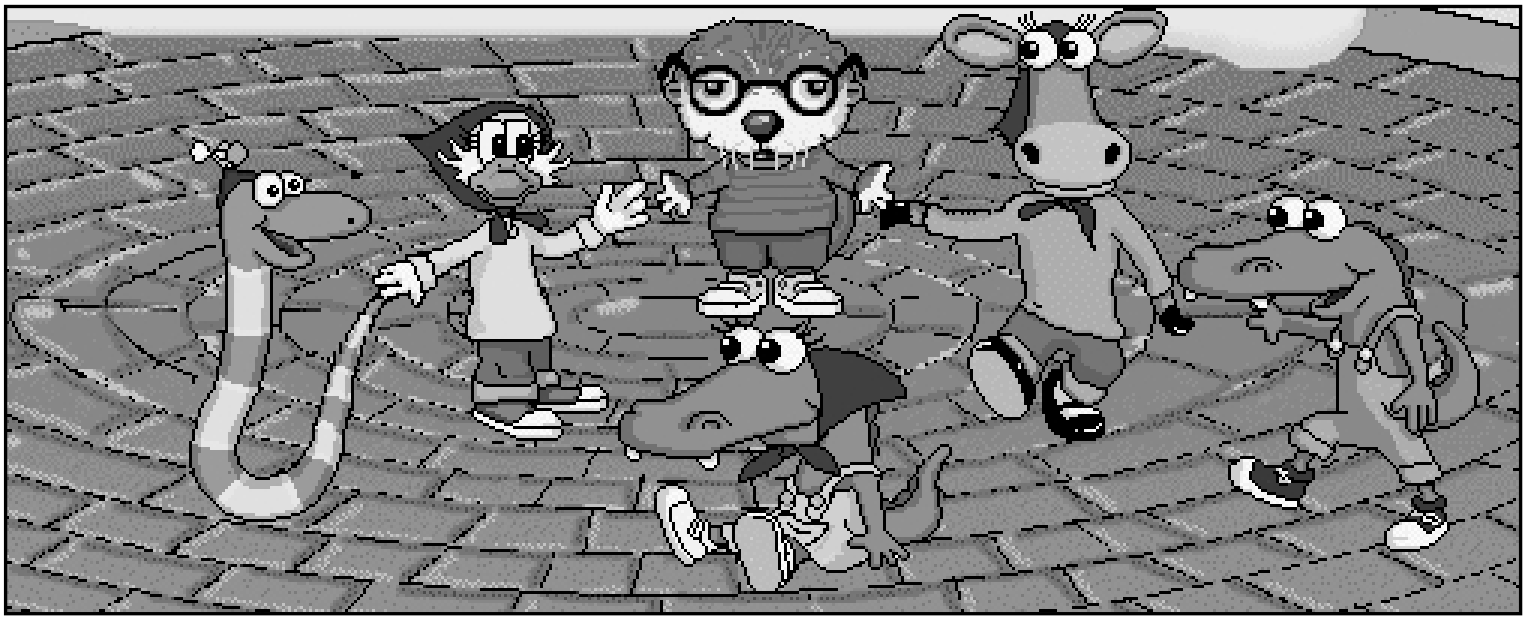
Sing-A-Song in Russia



Как на Марины именины
Испекли мы каравай
Вот такой вышины
Вот такой ширины.

Каравай, каравай
Кого хочешь выбирай
Я люблю вас всех
Ну а Маргарет больше всех.

Kakh na Mariini imenini
Ispleky mi caraway
Vot takoy vishini
Vot takoy shirini.

Caraway, caraway
Kavo hochosh vibiray
Ya lublu vas vseh
Mairiyu boshe vseh.

While Mariini's name day was being celebrated
We baked some bread
That was so high
And so wide.

Bread, bread
Choose whoever you want
I love you all
But I love Mairiyu more.

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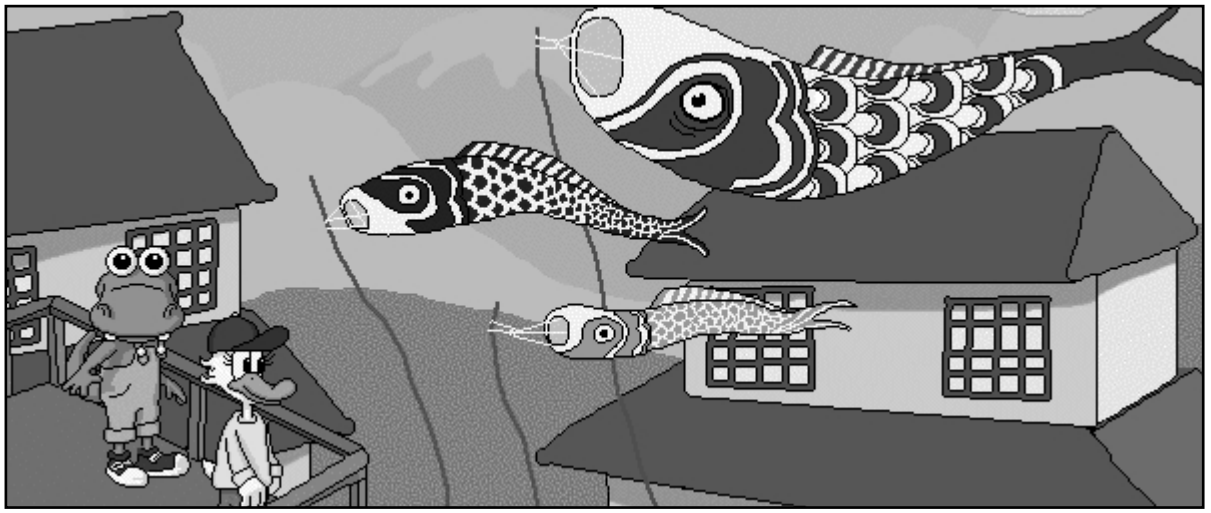
Sing-A-Song in Japan



やねより たかい こいのぼり	Yane yori takai koi nobori	Taller than the rooftops are the decorated windsocks.
おおきい まごいは おとうさん	Ookii magoi wa otoohsan	The big carp is the father.
ちいさい ひごいは こどもたち	Chisai higoi wa kodomotachi	The little carps are children.
おもしろそうに およいでる	Omoshiro so ni oyoideru	They are swimming happily.

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Country Fact Sheets

Kenya: Fast Facts

Capitol city	Nairobi
Population	About 28 million (in 1998)
Basic currency	Kenyan shilling
Languages	Swahili and English are the official languages, but many other dialects are also spoken.
Climate	Tropical on the coast, arid in the interior
Land area	224,961 square miles (about twice the size of Nevada)
Topography	In the west, there is a fertile plateau and the Great Rift Valley. The central area is highlands—including Mount Kenya, with an elevation of 17,058 feet. The eastern portion of the country is composed of low plains and tropical forest.
Land use	About one-third of Kenya's land is pasture, another third is forest and woodland, and the remaining third includes a variety of land uses.
Natural resources	Gold, limestone, soda ash, salt barytes, rubies, fluorspar, garnets, and wildlife
Independence	December 12, 1963 (from England)

Japan: Fast Facts

Capitol city	Tokyo
Population	About 126 million (in 1998)
Basic currency	Yen
Language	Japanese
Climate	Tropical in the south and cool temperate in the north
Land area	145,850 square miles (slightly smaller than the state of California)
Topography	The overall topography is mountainous. There are four main islands in the Japanese archipelago—Honshu, Hokkaido, Kyushu, and Shikoku—as well as several other, much smaller islands. Tokyo and Mt. Fuji (elevation 12,388 feet) are located on Honshu, the largest island.
Land use	Forests and woodlands cover more than half of Japan's land. Japan's cities are some of the most densely populated in the world.
Natural resource	Fish
Independence	660 BC (traditional founding date)

Argentina: Fast Facts

Capitol city	Buenos Aires
Population	About 36 million (in 1998)
Basic currency	Peso
Languages	Spanish is the official language. English, Italian, German, and French are also spoken.
Climate	Mostly temperate. The climate is arid in the southeast and subantarctic in the southwest. Buenos Aires can be very humid in summer.
Land area	1,073,518 square miles (four times the size of Texas)
Topography	In the west are the Andes mountains. One of the mountains, Aconcagua, has the highest peak in the Western hemisphere, at 22,834 feet. East of the Andes are heavily wooded plains in the north (Chaco) and fertile grassy plains in the central area (Pampas). In the south are the high plateaus of Patagonia.
Land use	About one-half of Argentina's land is used as pasture for animals, especially cattle and sheep. Argentina is one of the world's major wheat-growing nations.
Natural resources	Lead, zinc, tin, copper, iron ore, manganese, petroleum, and uranium
Independence	July 9, 1816 (from Spain)

Russia: Fast Facts

Capitol city	Moscow
Population	About 147 million (in 1998)
Basic currency	Ruble
Languages	Russian and many regional languages
Climate	Nearly every climate (except tropical) is experienced in some part of Russia.
Land area	6,592,800 square miles. Russia is the largest country in the world (about 80% bigger than the United States).
Topography	The area west of the Ural Mountains includes plains and low hills, with desert in the southwest; most of the southern border is dominated by highlands and mountains. In Siberia, there are coniferous forests and tundra.
Land use	Forests and woodlands cover nearly half of Russia.
Natural resources	Oil, natural gas, coal, timber
Independence	August 24, 1991 (from the Soviet Union)

France: Fast Facts

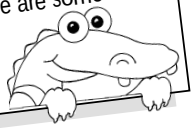
Capitol city	Paris
Population	59 million (in 1998)
Basic currency	Franc
Languages	French; most regional dialects are declining
Climate	Mostly temperate
Land area	210,026 square miles (nearly the size of Texas)
Topography	Mostly flat plains or rolling hills in the north and west; mountainous elsewhere—including the Pyrenees and Alps.
Land use	About one-third arable land, with forest/woodlands and pastures making up the majority of the remaining land.
Natural resources	Coal, iron ore, bauxite, fish, timber, zinc, potash, grains, corns, fruits, vegetables
Independence	486 (united by Clovis)

Together Time

Hello, Friends!

We have been using Edmark's *Travel the World with Timmy Deluxe* software at school to explore different cultures and languages. We can "travel" to Russia, Kenya, Argentina, France, and Japan! It would be fun to continue exploring languages and cultures at home. Here are some ideas you might like to try.

Love, Timmy



Sing a Song

Many public libraries have tapes and CDs available for loan. Ask your local librarian for music from Asia, Africa, Europe and South America. You may also find collections of children's songs in different languages. Play the music at home or in the car.

If you speak a language other than English, share songs in that language with your child. He can sing along and accompany you with clapping or a simple rhythm instrument, such as a margarine tub filled with beans. If you have friends, neighbors, or relatives who are fluent in another language, invite them to teach your child some songs as well!

My Own Travel Story

Create a story about your child! Write each of these sentences on the bottom of a separate sheet of blank paper:

This is a story about _____ (your child's name).

_____ likes to ride a _____.

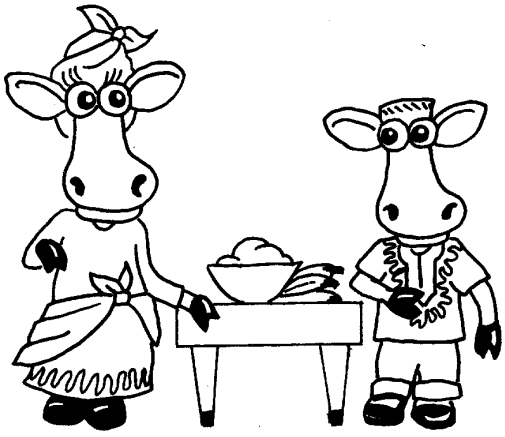
_____ traveled to _____.

When she got there, she _____.

Let your child dictate the missing words, and you write them in! The story can be as realistic or as fantastic as your child likes. Encourage your child to illustrate the finished story.

Cultural Celebration

Celebrate another culture with a "Kenyan lunch," "Argentinean afternoon," or "Japanese night"—or choose another culture that interests your child!



If your child has brought home international crafts from school, use these to decorate your dining area. Serve some foods common in your chosen culture, for example rice and green tea for Japan, yams or mangoes for Kenya, crêpes and baguettes for France, borscht and cabbage for Russia and grilled meat for Argentina.

Your child may enjoy putting together outfits that resemble the country's traditional clothing. For ideas, look at books about the country in your local library, check a print or electronic encyclopedia, or look for pages about the country on the Internet!

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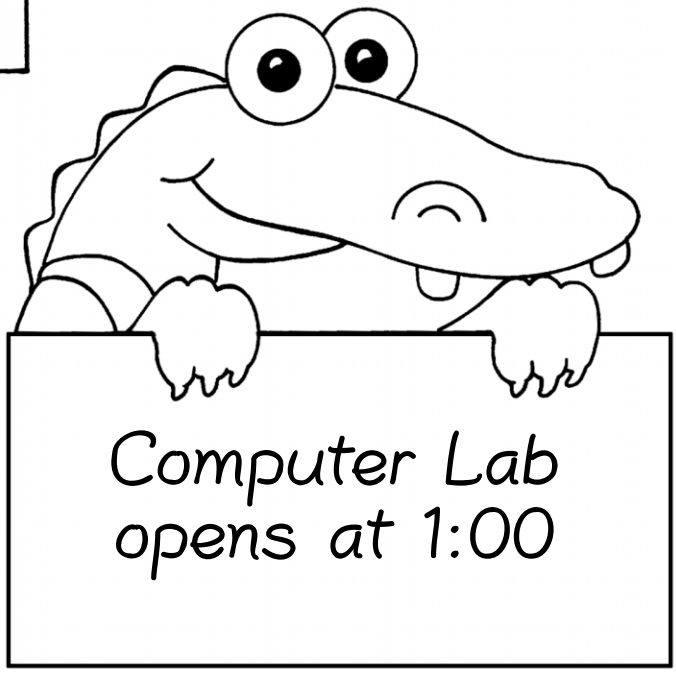
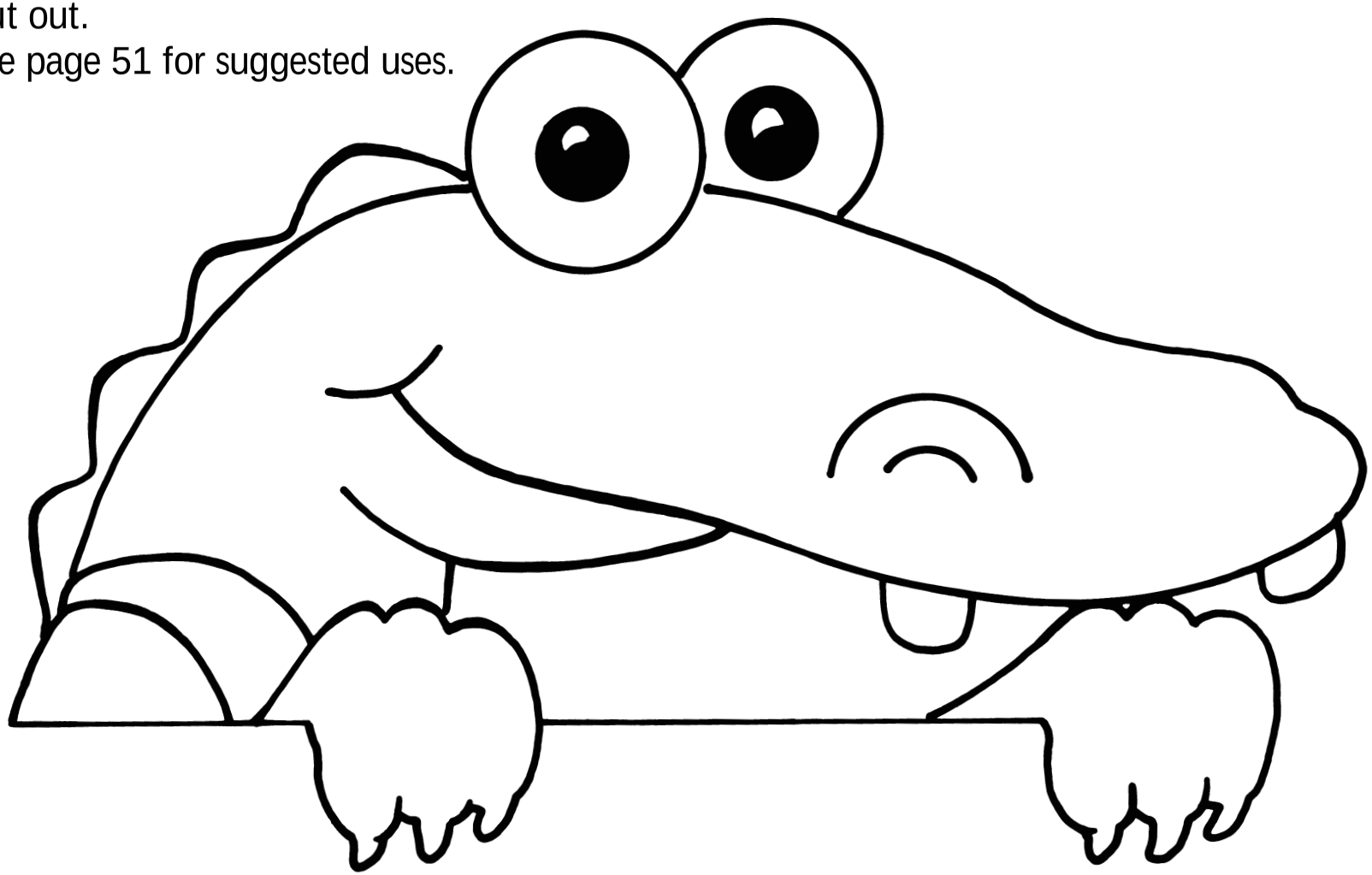
Characters for Bulletin Boards, Computers, and Chalkboards

The characters on pages 52 and 53 can be used to call attention to messages on bulletin boards, computers, and chalkboards. Copy, color, and cut out a character. For bulletin boards, slip the character over the edge of the message sign and staple or tape into place. To use the character on the chalkboard, mount the character on the chalkboard and draw a rectangular sign below the character. Then write the information inside the rectangle. These pages can also be reproduced and posted near the computer to hold current assignments, notes of encouragement, etc.



Timmy

1. Copy on heavy paper.
   (Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 51 for suggested uses.



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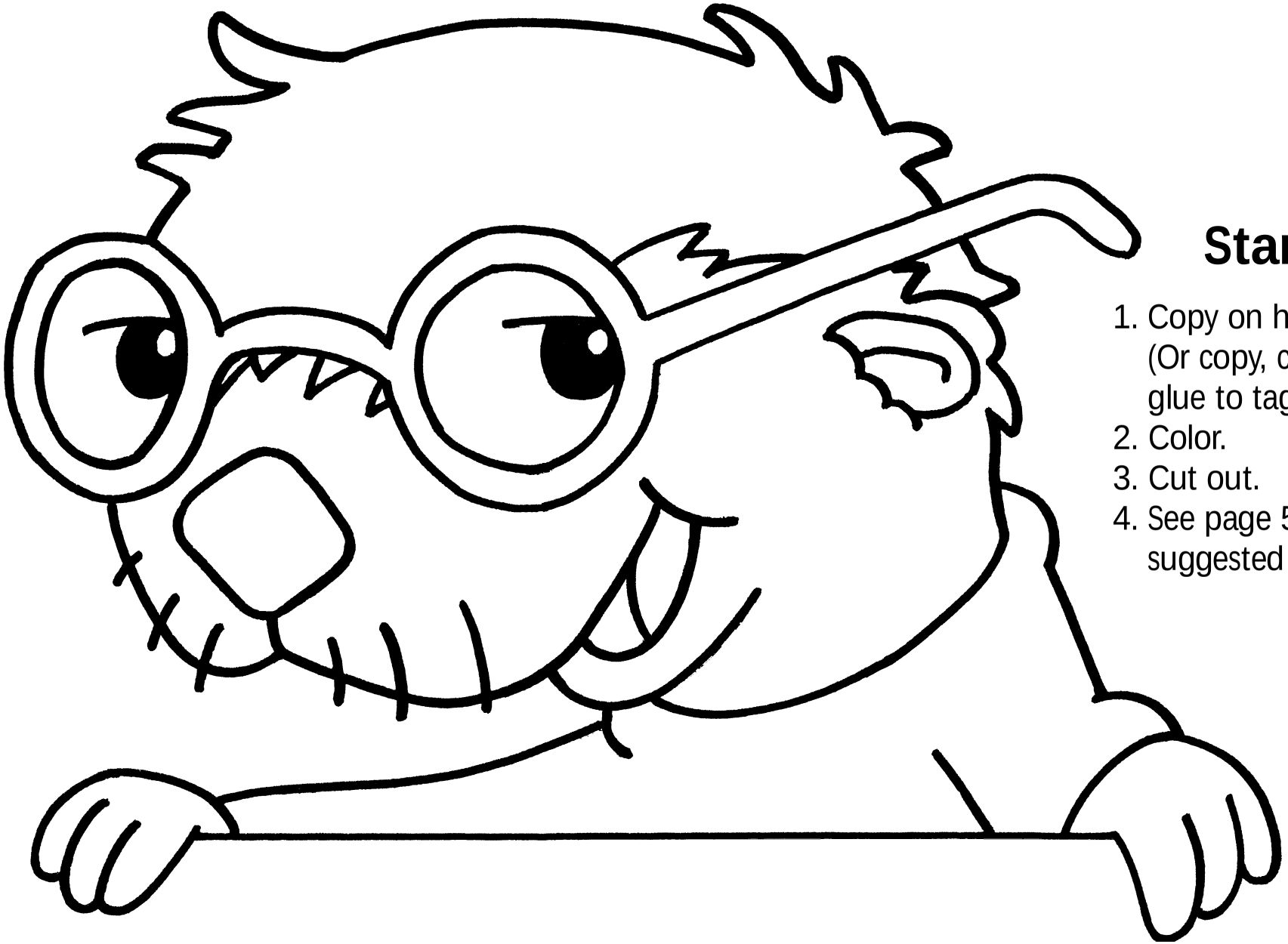

Stanley

1. Copy on heavy paper. (Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 51 for suggested uses.

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Classroom Activities and Reproducibles

The classroom activities on the following pages reinforce and extend the learning opportunities presented by the *Travel the World with Timmy Deluxe* software. These activities can be used throughout the school day, in different curriculum areas. There are many ways to use *Timmy Deluxe* and the classroom activities. Use the ideas given here to stimulate your own imagination as you plan experiences for your students. *Travel the World with Timmy Deluxe* and the activities in this guide are designed for preschool through second grade students. This section includes:

- **Away from the computer activities**, grouped by country. Used in conjunction with the software, each group of activities can form the basis for a thematic unit about Kenya, Argentina, Japan, Russia, or France. You may wish to pick and choose activities from all five countries.

  Many of these activities can be adapted for use with more than one country. For example, try *In the Marketplace* (page 65) in Japan by simulating a traditional Japanese market, or play *Swahili Number Scramble* (page 60) with Russian numbers.

  Note: Because some activities require the use of small or sharp objects, supervision is advised.
- **Reproducible activity sheets** (blackline masters) follow the activities for each country.
- **Computer Partner Play ideas**, grouped by software activity. The ideas in this section encourage students to work cooperatively at the computer, and add variety to the computer experience.

Activities Matrix

The activities included in this guide reinforce learning in social studies, foreign language, and a wide variety of other subject areas. If you would like to incorporate your study of countries and languages with a particular subject area, use this chart (below and on page 56) to help you choose.

	Social Studies	Foreign Language	Math	Language Arts	Science	Art	Music	Physical Education	Creative Dramatics	Home Economics
Kenya (pages 57–74)										
Clay Bead Necklaces	x		x			x				
Make a Drum & Count to the Drumbeat	x	x	x			x	x			
Swahili Number Scramble		x	x					x		
Storytime in Kenya	x			x					x	
Eating in Kenya	x									x
Choosing a Name the Swahili Way	x	x		x						
In the Marketplace	x								x	
Argentina (pages 75–92)										
Eating in Argentina	x									x
If I Lived in La Boca	x					x				
Flip-Flop Seasons	x				x	x				
Fire in the Forest	x				x			x		
Round the Regions	x				x			x		
Gaucho Storytelling	x			x					x	
Carnival Number Toss		x	x					x		
Japan (pages 93–114)										
Counting with Chopsticks	x		x							
Japanese Calligraphy	x	x				x				
Kanji Concentration	x	x	x							
The Grateful Statues	x			x					x	
Our Own Undokai	x							x		
Eating in Japan	x									x
Japanese School Day	x			x					x	
Parts of a Volcano	x				x					
	Social Studies	Foreign Language	Math	Language Arts	Science	Art	Music	Physical Education	Creative Dramatics	Home Economics

Classroom Activities Matrix, continued

	Social Studies	Foreign Language	Math	Language Arts	Science	Art	Music	Physical Education	Creative Dramatics	Home Economics
Russia (pages 115–135)										
Decorate a Fabergé Egg	x					x				
Catch the Runaway Bun				x				x		
Count with Nesting Dolls	x	x	x							
Your Name in Russia	x	x		x						
Plant and Animal Riddles	x				x					
A Russian Meal	x									x
Peter and the Wolf	x						x		x	
France (pages 136–147)										
Stained Glass Windows	x					x				
Sunflower Science					x					
Fool the Eye with Dots	x				x	x				
Baking, Shopping, and Eating à la Française	x	x	x							
Carnival Masks	x					x			x	
The Lion and the Mouse	x			x					x	
	Social Studies	Foreign Language	Math	Language Arts	Science	Art	Music	Physical Education	Creative Dramatics	Home Economics

Classroom Activities: Kenya

Clay Bead Necklaces

In this activity, students create clay beads using traditional Kenyan colors, then string them into a necklace.

- **Primary Emphases**
  Learn about Kenyan culture through its art; practice sequencing and patterns
- **Subject Areas**
  Art, Math, & Social Studies
- **Materials Needed**
  Dental floss or heavy string; round toothpicks; blunt-tipped needles; tempera paint (suggested colors: black, white, red, green, orange, blue, yellow); craft clay (clay that will harden in the sun); paintbrushes; smocks (or old, large, long-sleeved shirts); safety pins
  Optional: Paper clips
- **Student Grouping**
  Whole class and Individuals

Before you begin the activity, invite students to share their own observations and experiences with jewelry. What type of jewelry do they wear, and when? What about other family members? Do both men and women wear jewelry? Who makes their jewelry? Does jewelry ever have a meaning? (Two examples are wedding rings and friendship bracelets.)

Explain to students that people all over the world wear jewelry. You may wish to share some information about Kenyan jewelry from the *About Kenya* section on page 58. To see some Kenyan jewelry, invite children to observe the characters in the Kenyan Build-A-Village activity of *Travel the World with Timmy Deluxe*. (From Timmy's Balloon, click , then click).

Complete this jewelry-making activity over three or more days, to give the clay and paint a chance to dry.

Day 1: Give each student a large ball of clay. Show students how to shape a piece of clay into a bead and how to use a toothpick to make a hole in each bead. (Insert the toothpick through one end of the bead to the other, then twist it to make a hole large enough for the string to pass through. Finally, remove the toothpick.)

Have students work with small amounts of clay so it does not dry out during the process. When the beads are finished, allow the clay to dry.

Day 2: Once the clay has dried, supply students with brushes and paints in traditional Kenyan colors (see suggestions in *Materials Needed*, above). Set the beads aside to dry.

Note: Tempera paints stain clothing. Be sure to have children wear smocks to protect their clothes, and clean up any spills right away.

Day 3: After the beads have dried, older students can string them with blunt-tipped needles. (You may wish to string the beads for younger students.) Tie one end of the string to a safety pin. This safety pin can be removed later; it helps prevent the beads from falling off during the threading. Encourage

students to string the beads in a pattern, for example: red, orange, green; red, orange, green. After all the beads are threaded, remove the safety pin and tie the two ends together. Cut off any extra string.

If you want to make necklaces that have several layers, use paper clips to hold them together. This way the paper clips become part of the necklace, much the same way Kenyans incorporate found objects into their jewelry.

About Kenya

In Kenya women make jewelry primarily from glass beads. However, they also use beads made from wood, shells, pieces of metal, bones, rubber, and plastic. They even incorporate pins, zippers, and buttons in their designs—almost anything that catches the eye. While Kenyan city-dwellers generally wear Western clothing, some native people, such as the Maasai and the Turkana, still wear jewelry everywhere on their bodies—from their heads to their ankles. Ethnic groups can often be identified by their jewelry colors and designs.

Some groups, including the Maasai, are nomadic. Since they are often on the move, most of what they own is either herded (the animals) or worn, such as jewelry. While Maasai women wear more jewelry than men, the men do wear armbands and legbands that women make for them. In one group, the Turkana, women wear layers of necklaces, sometimes fifty or more, and use them to stretch their necks. Long necks are considered a sign of beauty.

At one time, Kenyan beads were red, white, and black. Today women use more colors. The basic idea is to choose colors that catch the eye. To do this, women often combine colors that create the most contrast—for example, black and white or red, black, and white. Today the use of color has expanded and includes what Kenyans call the "beautiful colors"—red-green-white-orange-blue and yellow-red-white-black-orange.

Make a Drum & Count to the Drumbeat

- **Primary Emphasis**
  Learn about Kenyan culture through music; practice with numbers in Swahili
- **Subject Areas**
  Music, Art, Math, Foreign Language, & Social Studies
- **Materials Needed**
  Drum Patterns activity sheet (page 67); some of the following for drums—oatmeal containers with lids, margarine tubs with lids, coffee cans with lids; heavy-duty tape; tempera paints (the Best-Temp brand adheres well to both plastic and metal), brushes and smocks, or crayons, markers, scissors, and glue or tape
  Optional: Travel the World with Timmy Deluxe
- **Student Grouping**
  Whole class and Small groups

Students decorate drums and practice making rhythmic patterns in this activity.

Before you make the drums, start the activity with an exploration of sounds. Ask who can make a sound using his or her hands. Have students take turns making different sounds.

Next, have students close their eyes and listen. Take a drum and beat it. Ask students to describe the sound. Try beating the drum in different ways. Each time, ask students to describe what they hear.

Ask the students to open their eyes, and show them the drum. Demonstrate the different ways you played it. Tell students that they will all have a chance to make drums and then practice playing them.

Have students work in small groups. Each group can create a different kind of drum. Give each student within the group a suitable container (pick an assortment of the containers listed in the *Materials Needed*).

Safety Note: Be sure to cover any rough edges on the containers with heavy-duty tape (such as duct tape) before distributing the materials to students.

Duplicate the Drum Patterns sheet and distribute it to students. To decorate the drums, students can:

- Use the patterns on the sheet as inspiration to paint their own patterns on the drums. Then set the drums aside to dry.

  Note: Tempera paints stain clothing. Be sure to have children wear smocks to protect their clothes, and clean up any spills right away.
- Color a pattern on the sheet with crayons or markers, cut it out, and glue or tape it to the drum.

Once the drums are complete (and dry, if they have been painted), allow students time to experiment with making sounds. Invite students to hit a drum on different parts of its "head" and to try different rhythmic patterns. You may also want to try some of the following:

- Help students learn to hear rhythm. If they need practice, start by saying a one-syllable name, then a two-syllable name, and finally a three-syllable name. Have the students clap their hands or beat their drums to the rhythm.

- Play the Kenyan song on the *Travel the World with Timmy Deluxe* CD and invite students to accompany it with singing and drums. (From Timmy's Balloon, select , then click . Click to play the song all the way through.)
- Have students play loud sounds, then soft sounds. Have them beat the drums quickly, then slowly. Each time, ask students to describe the sounds they are making.
- Demonstrate a "call and response" game. Take the part of the leader and have students repeat the rhythm you played. Then have students take turns being the leaders.
- Students can use a variation of the "call and response" game to practice counting in Swahili! The leader says *moja* (one) and the rest of the class beat their drums once, then the leader says *mbili* (two) and everyone beats the drums twice. For an extra challenge, call the numbers out of order!

  Tip: To hear the numbers pronounced by a native speaker, go to Timmy's Balloon in *Travel the World with Timmy Deluxe.* Click , choose , then click on a number (0-10). For further number practice, you may also want to locate and share the book *Moja Means One: Swahili Counting Book* by Muriel Feelings.

About Kenya

The rhythm of the drum is the predominant sound in traditional African music. Africans often accompany drums by shaking gourds or seed pods and playing wind or string instruments. Musicians also use their bodies; they stomp their feet, clap their hands, and sing or chant. Often, musicians use a "call and response" form, in which one musician plays a song or sound, and the others make the same sound in response.

Swahili Number Scramble

- **Primary Emphasis**
  Learn numbers in Swahili
- **Subject Areas**
  Math, Physical Education, & Foreign Language
- **Materials Needed**
  None
- **Student Grouping**
  Whole class

In this game, students use Swahili vocabulary to practice counting.

Have students form a ring around you. Explain that students will march around the circle. When you call out a number (from one to four) in Swahili, students must freeze in place, then count off to form groups, each containing as many students as the number you called.

To hear the numbers pronounced by a native speaker, go to Timmy's Balloon in *Travel the World with Timmy Deluxe*. Click , choose , then click on a number (0-10).

For example, suppose you call out *tatu* (three). The student standing closest to you says *moja* (one), the next student in the circle says *mbili* (two), and the third says *tatu* (three). Those three students break off to form a group. The next student in the circle begins again with *moja*, and

so on, until every student belongs to a group. (If there are not enough students to complete the last group, that group can be smaller.)

Once all students are grouped, everyone forms a circle and marches again until another number is called. This game has no winners or losers; the goal is to learn the language and numbers, to see how quickly students can break into groups, and most of all, to have fun.

To vary the game, you can:

- Allow students to take turns being the leader and calling out the numbers.
- Vary students' movement around the circle. Rather than marching, ask students to skip, crawl, or hop on both feet.

Storytime in Kenya

In this activity, students make sound effects to participate in the telling of a Kenyan folktale.

- **Primary Emphases**
  Develop listening skills; learn about Kenyan culture through stories
- **Subject Areas**
  Language Arts, Creative Dramatics, & Social Studies
- **Materials Needed**
  How the Animals Got Their Colors activity sheets (pages 68–69)
  Optional: Baobob Tree activity sheet (page 70); Tie Your Own Kanga activity sheet (page 71); butcher paper; markers, crayons, chalk, or paint; scissors, tape, and medium-green paper; colorful scarves, cloth, and jewelry; sandals; picture books set in Kenya
- **Student Grouping**
  Whole class

You can turn a section of your classroom into a Kenyan storytelling corner! Make a floor-to-ceiling baobob tree on the wall (optional), using the illustration on the Baobob Tree activity sheet as a reference. Draw or paint the trunk and branches on a whiteboard or large sheet of butcher paper. Then, either draw the leaves or duplicate the Baobob Tree sheet multiple times on green paper, cut out the leaves, and tape the leaves to the branches.

For the storytelling session, you may wish to invite students to simulate traditional Kenyan clothing (see the *Tie Your Own Kanga* activity sheet and ask children to wear sandals or go barefoot). If students have completed the *Clay Bead Necklaces* activity, page 51, they can wear their necklaces.

Ask students to make believe they are living in a village in Kenya. As they sit under the cool shade of the baobob tree, they can hear the sounds of the village. They hear the swooshing sound of straw brooms as men sweep them across clay ground. They hear women pounding maize with a mortar and pestle, singing as they work. Nearby, they hear the occasional moo of a cow or bleating of a goat. Overhead, a gentle breeze rustles the leaves. Beyond the shade tree, they can feel the blistering heat of the midday sun.

Tell your students that they are going to hear a story about a time

when the leopard, the hyena, and the zebra could all talk.

Students will participate by making sounds on your cues. Demonstrate the kinds of noises that they will be making. Tell them that they will make the sound of a leopard (a raspy cough); the sound of the hyena (a loud, high-pitched laugh), and the sound of a zebra (a proud bark). Help students practice these sounds. (You may want to divide the class into three groups, with each group making one animal sound.) Students will also make a few other sounds: animals walking through the woods (students stomp their feet), wind blowing through the grass, an erupting volcano, a rushing river, the rustling of branches, and the "tweet, tweet" call of a small bird. Tell students that when it is time for a sound, you will raise your hand and tell them which sound to make. Practice this once or twice.

Now you are ready to read "How the Animals Got Their Colors."

Extensions

Invite students to make up their own "just-so" stories—tales that explain how a particular plant or animal came to be the way it is—and share them with the class. Encourage everyone to participate in the storytelling, perhaps by making costumes and acting out the stories.

Share other Kenyan-themed books under the baobob tree. You can read them aloud or place them in baskets for students to enjoy independently. Here are a few to try:

- *Whistling Thorn* by Helen Cowcher
- *Who's in Rabbit's House?* by Verna Aardema
- *A Country Far Away* by Nigel Gray
- *I Am Eyes—Ni Macho* by Leila Ward
- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- *The Crocodile and the Ostrich* by Verna Aardema

About Kenya

In Kenya, stories are passed down from one generation to another. The warm climate is conducive to telling stories outside under the shade of trees. Young children gather around older members of the community to hear the tales. From childhood to old age, people listen to these stories over and over again. Many African stories are about animals. Some of them are similar to "just-so" stories.

Kenyan storytellers often perform with expressive gestures and even instrumental accompaniments. At certain points in a story, the storyteller may invite listeners to add sound effects.

Eating in Kenya

Students examine, compare, and describe a variety of fruits—and then eat them!—in this activity.

Before preparing the food, you may want to set up the classroom like a village home in Kenya. Place brightly colored pieces of fabric on tables or desks, and decorate them with tropical flowers and leaves. (Copy the baobab leaves on medium-green paper or have students color them.)

If you wish, have students dress in traditional Kenyan fashion. (See the *Tie Your Own Kanga* activity sheet for instructions.)

Bring out the different kinds of tropical fruit. Invite students to make observations about each fruit. What does it look like? Note its color, shape, texture, scent, and size. How does it feel? Does it make any sounds? (Shake a coconut with "milk" inside for a sloshing sound.) What does it taste like? To help build observation skills and vocabulary, make a list of words students use to describe the fruits.

Help students see the similarities and differences between the fruits. Have them feel a mango and then a coconut shell. Emphasize the differences in texture. Cut open a papaya. Have students examine the black, shiny seeds next to the bright orange of the flesh.

You may want to ask students to think of some different ways they could sort the fruit, such as: smooth skin and rough skin; seeds inside and no seeds inside; fruits I like and fruits I don't like.

Finally, give students the blunt knives and have them cut up the fruit. Sprinkle the cut fruit with a little lemon juice to keep it from turning brown. Mix the fruit in a large bowl, then serve in smaller individual dishes or paper cups. Students can eat with fingers or spoons. Like a Kenyan host, welcome students to the meal with outstretched hands!

- **Primary Emphases**
  Learn about Kenyan culture through food; follow directions
- **Subject Areas**
  Home Economics & Social Studies
- **Materials Needed**
  Tropical fruits for a salad (suggestions: papaya, mango, pineapple, coconut, oranges, and bananas); blunt metal or plastic knives; lemon juice; large bowl; large spoon; small bowls or paper cups

  Optional: Baobab Tree activity sheet (page 70); Tie Your Own Kanga activity sheet (page 71); bright fabrics and scarves to tie into *kangas*; colorful pieces of cloth for tablecloths; sandals; peanuts; mortar and pestle; tropical flowers and leaves; plastic spoons; pictures of fruit and how it grows
- **Student Grouping**
  Whole class

Safety Tips

- Instruct students in the proper way to use knives. (You may want to cut the fruit for younger students.)
- Be sure to check with parents regarding any food allergies.

- Make sure students wash their hands before handling food.

Extensions

- Collect and post pictures of fruit and how it grows.
- Use a wooden mortar and pestle to pound peanuts as Kenyans do. Involve students in the process. They can shell the peanuts, put them in the mortar, and take turns pounding. Engage students in a discussion of how the peanuts change as you work with them.

Choosing a Name the Swahili Way

- **Primary Emphases**
  Share classroom learning with parents; appreciate similarities and differences between cultures
- **Subject Areas**
  Language Arts, Foreign Language, & Social Studies
- **Materials Needed**
  Choosing a Name the Swahili Way student activity sheets (pages 72–74)
- **Student Grouping**
  Whole class and Individuals with family members

In this activity, families choose a new name (following the traditional Swahili naming system) for the students.

Before class, read through the background information on the Choosing a Name the Swahili Way activity sheets, which will be sent home to parents.

Introduce the activity in class. Tell students that you will be discussing names and how people get their names. Explain that sometimes parents name children after grandparents or other relatives. Sometimes they choose a name they think is beautiful or a name that has a special meaning for them. You may want to tell how you got your name. Encourage students to share their own stories of how they were named. If you have conducted the *Russian Names* activity (page 119), ask students if they remember how Russian names are chosen.

Explain that in Kenya, names are also chosen very carefully and often have special meanings. Tell students that, with their parents, they are going to choose new names that tell something about them. However, be sure to emphasize that Swahili children do not choose their own names; their families choose for them!

Send home to parents a copy of the Choosing a Name the Swahili Way student activity sheets. When the completed sheets return, display them in your classroom.

In the Marketplace

In this activity, students strengthen bartering skills by role-playing in the "marketplace."

Begin by sharing some magazines and picture books to help students learn about Kenyan markets and give them ideas for their own market. Some suggested books are:

- *Ashanti to Zulu* by Margaret Musgrove
- *Zamani Goes to Market* by Muriel Feelings
- *A Country Far Away* by Nigel Gray

Talk about markets—in Kenya and in your own area. Discuss students' shopping experiences—where they go to buy food, who does the shopping, and how they pay. How is this different from a traditional Kenyan market? Point out that many farmer's markets are open-air markets. If there is a farmer's market close to your school, consider taking your class there to see for themselves.

Set up a dramatic play area for children to create their own marketplace. Have "props" so children can set up stalls that offer tropical fruits and vegetables and other items, such as:

- lemons, limes, oranges, bananas, pineapple, coconuts, or mangoes
- rice and corn
- baskets
- friendship bracelets and other student-made craft items
- beaded jewelry
- fabric

You may want to use genuine items, plastic toys, pictures cut from magazines and glued to tagboard, or pictures drawn by students.

Teach students the basics of a barter system. Point out that it is like trading for something. If one person has something that someone else would like to have, sometimes they trade. To make a fair trade, they have to decide what is worth more and what is worth less. This may depend on who is doing the trading! You may want to demonstrate. Suppose you have limes to sell and one of the students has pineapples. Your conversation might go something like this:

"That is a good-looking pineapple. How much do you want for it?"

- **Primary Emphases**
  Learn about Kenyan culture, and practice bartering, through dramatic play
- **Subject Areas**
  Creative Dramatics & Social Studies
- **Materials Needed**
  Magazines or picture books about Kenyan markets; foods for the market (suggestions include lemons, limes, oranges, bananas, pineapple, coconuts, mangoes, rice, and corn); other market goods (such as baskets, crafts, beaded jewelry, fabric, and so on); small tables to use as stalls; shopping baskets

  Optional: Tie Your Own Kanga activity sheet (page 71); bright fabrics and scarves to tie into *kanga*s; jewelry; sandals; drums; Kenyan music; mirror
- **Student Grouping**
  Whole class or Small groups

"What do you have to offer me?"

"I have these beautiful limes that I grew on my own tree. They are very special."

"They look like good limes. I don't have any limes and I would like some. I will take three limes for the pineapple."

If you wish, have students dress in traditional Kenyan fashion (see the *Tie Your Own Kanga* activity sheet). Students can wear sandals or go barefoot. Tell students that in Kenya people sometimes carry items in baskets on their heads. Clear an area and have students practice carrying some lightweight objects on their heads.

Students can take turns being the vendors and the buyers in their own imaginary marketplace. You may wish to play African music in the background to create atmosphere.

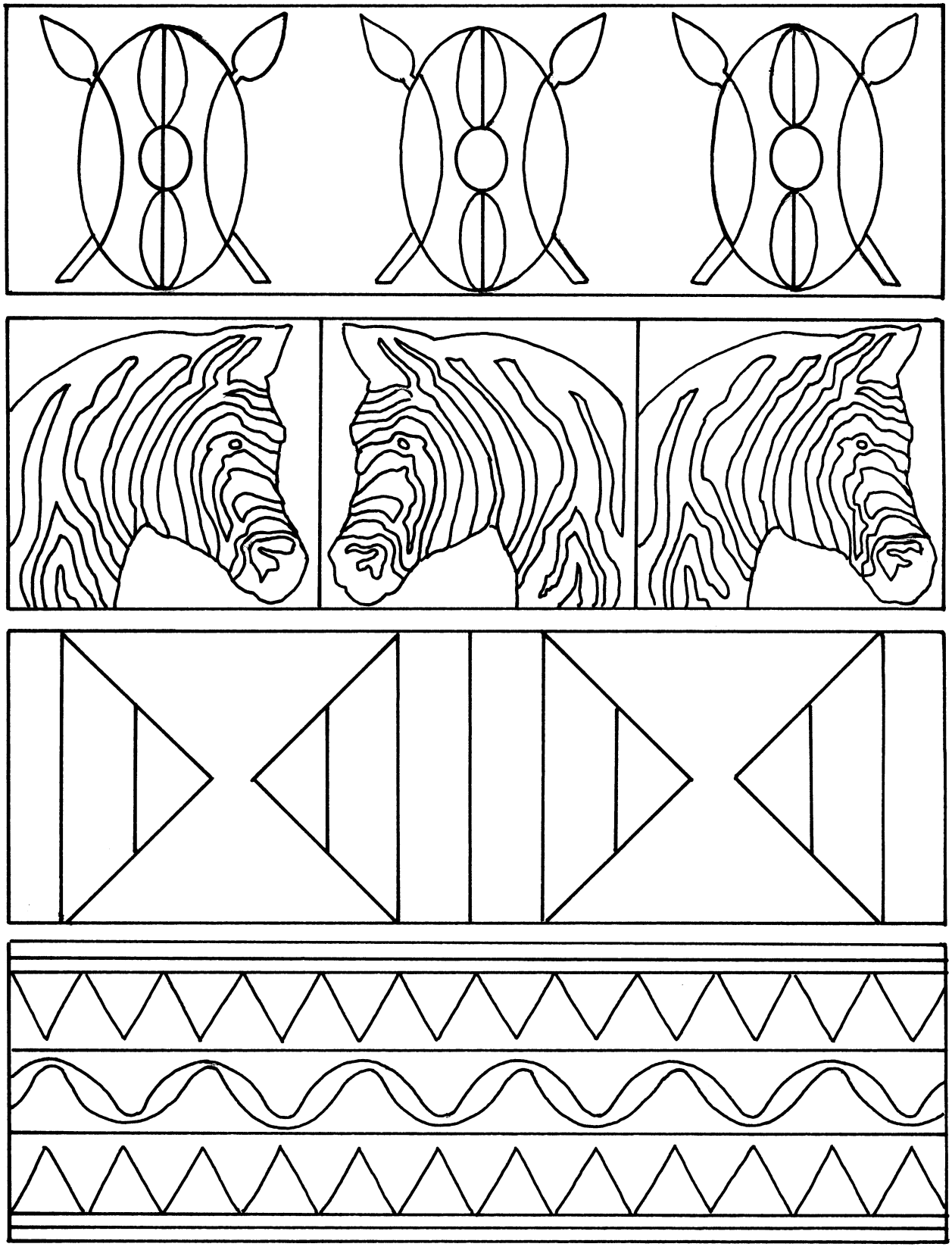
Extensions

- Set up a marketplace exhibition in your classroom and invite other classes to visit. Your marketplace is a wonderful way to display the drums and jewelry your students may have made. Add to the market by setting up stalls with pieces of brightly colored fabric for others to try on. Be sure to have a mirror handy so guests can see how they look in traditional clothing.
- Set up a music stall. Have some students playing drums and others dancing to the drumbeat. You may wish to have some Kenyan music playing softly in the background.
- Put on a demonstration for your visitors of all that you have learned about Kenya. Invite them to participate in a storytelling.

About Kenya

In Kenya, as in the United States, children learn by imitating what adults do. For example, the Maasai are cattle herders. Young Maasai boys "herd" grasshoppers and then take them to "market" and barter for other "goods," such as bottle tops. Young Maasai girls make "houses" in the dirt and dolls out of clay or corn husks. They practice the skills they will use as adults.

Drum Patterns



Use with the "Make a Drum & Count to the Drumbeat" activity (page 59).©Copyright 1998, Edmark Corporation.

How the Animals Got Their Colors

Once upon a time, long, long ago, the wild animals were not like they are today. They could talk like humans. They didn't really sound like humans, but they could talk. The leopard would cough (cough) and then speak. The hyena would laugh (laugh) as he spoke. And the zebra barked (bark) when she spoke.

The animals didn't look the way they do today, either. They were all a light brown color. The zebra (bark) was brown and had no stripes. The leopard (cough) had no spots on her coat. The hyena (laugh) had no markings on his fur, either. They looked very different from the way they look today.

One day, the leopard (cough) said to the hyena (laugh) and the zebra (bark), "My friends, I have decided that I want to look different. I want to have a beautiful coat, unlike any other animal, to show all my brothers and sisters that I am special. I am going to talk to the wise one."

Well, the leopard's friends decided that they wanted to have special coats, too, so they went with the leopard to see the wise one.

The three animals walked for miles and miles (students stomp feet on the floor as if they are walking), through the grassland (students make sound of wind blowing through grass), past the erupting volcano called Mt. Kilimanjaro (students make sound of erupting volcano), over a deep river (students make sound of water rushing through river), and through the trees of the forest (rustle, crash, rustle).

Finally, they came to a clearing, where they heard birds singing (tweet, tweet). They knew that if they heard birds singing (tweet, tweet), then the wise one must be near.

They called together (cough, bark, laugh) to the wise one, "Oh, wise one, we have come such a long distance to ask for your help!"

After a few moments, the wise one appeared. The three friends spoke at once (cough, laugh, bark) and made such a noise that the wise one could not understand what they were saying. "Silence!" said the wise one. "I must hear from just one of you! Who will speak?"

The three friends looked at each other and said nothing. They were afraid. Finally the leopard (cough) spoke. "Oh, wise one, we are the smartest and most beautiful animals in the world. Each of us would like a special coat that is different from all of the other animals. We came here to ask for your help."

The wise one looked at the three friends very carefully. "I can make you look different, so you do not look like all of the other animals in the world. But beauty is more than the color of your fur; it is also the sound of what you say. Each of you will speak for me and then I will make your coat match the beauty of what you say."

Use with the "Storytime in Kenya" activity (page 61).

The wise one first called the leopard (cough) forward and asked the leopard (cough) to speak. The leopard (cough) sang in her very best voice. To the wise one, the leopard sounded like she was coughing and groaning (cough and groan). The wise one said he thought the sound was interesting, and he gave the leopard spots on her body and her face, to make her *look* interesting, too.

The hyena (laugh) came forward next, and made a sound that sounded like a high-pitched laugh. The wise one covered his ears and said, "That sound is not beautiful." He told the hyena to try again. The hyena tried again, and still it sounded like a shrill, high-pitched laugh (laugh). "Well," said the wise one, "I will give you markings that look like your sound."

As the wise one reached out to paint on the marks, the hyena shrieked (laugh) with joy and the wise one's hand slipped, so that the marks became splotches. "Your marks match your sound," said the wise one.

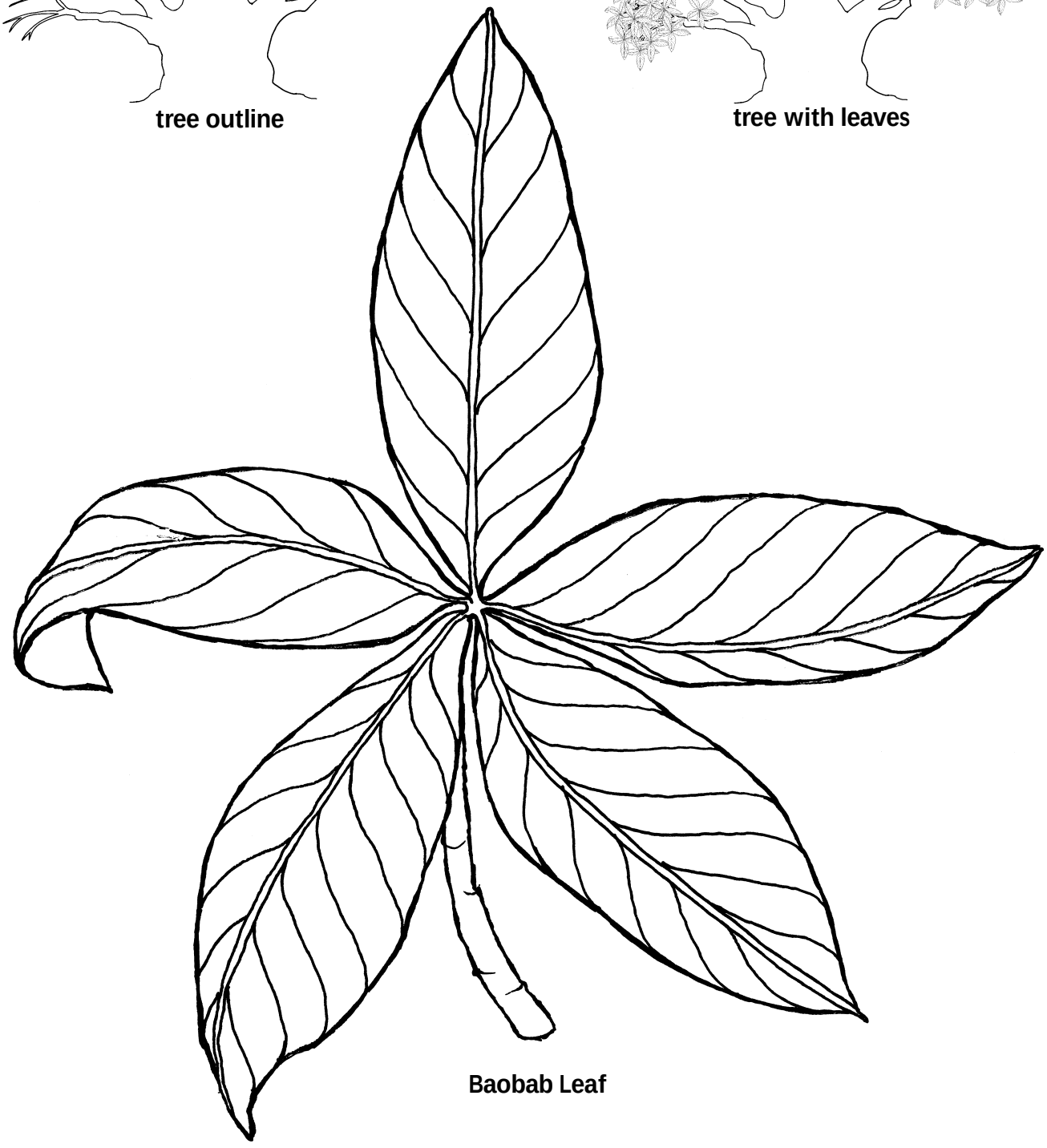
At last it was the zebra's (bark) turn. She stepped up. The zebra's voice (bark) was very merry. The zebra (bark) was full of happiness. This merry sound made the wise one very happy. He told the zebra (bark) that he would make her the prettiest of all. So the wise one gave the zebra (bark) beautiful black and white stripes.

The End

Baobab Tree

tree outline

tree with leaves



Baobab Leaf

Use with the "Storytime in Kenya" activity (page 61).

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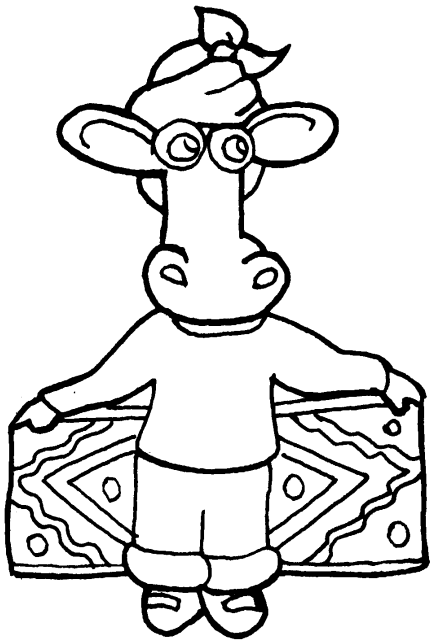
Tie Your Own Kanga

Follow these steps to wrap a *kanga.*

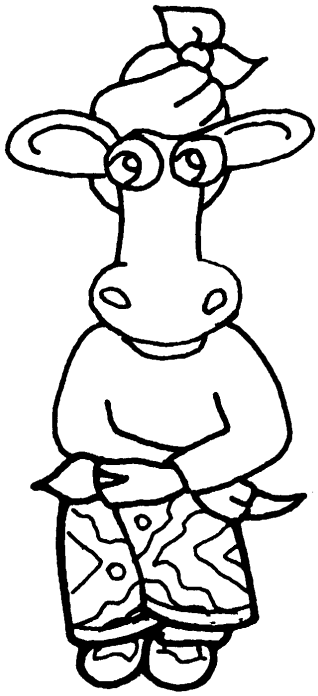


Step 1

Hold the cloth behind your back, with one end of the cloth in each hand, and your arms stretched wide at waist level.

Step 2

Still holding the cloth, move your right hand onto your left hip, wrapping the cloth around you. Then move your left hand onto your right hip.



Step 3

Take the corner by your right hip and tuck it in.

Step 4

Enjoy wearing your *kanga*!

See suggested uses on pages 61–65.

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Choosing a Name the Swahili Way

Dear Family:

In class your child is learning about Kenya, through classroom activities and Edmark's *Travel the World with Timmy Deluxe* software. The national languages of Kenya are Swahili and English. One custom we are discussing is how Swahili names are chosen.

Swahili names are often chosen by parents, grandparents, or older siblings, who believe that a name tells other people something about you—even before they meet you face to face. Your name is an expression of your family's expectations or attitudes; your name says who you are. For example, your name may say that you are brave or beautiful or strong or honest. It may say that you were born at the beginning of the rainy season or during a time of poverty or wealth. Your name may signal greatness or beauty. Swahili-speaking Kenyans choose names with great care.

Sometimes the first girl in a family is named after her grandmother on her father's side of the family, and the first boy is named after his grandfather on his mother's side. When a legal name hasn't been chosen, a child is often given a nickname, such as *Kifimbo* (twig), *Panya* (mouse), or *Chaki* (chocolate, dark brown).

We invite you to join in the fun of learning about Kenya!

Please help your child complete these sheets by choosing a few new names for himself or herself.

As Swahili speakers do, choose a name that tells something about your child or about the time when the child joined your family. Please note, however, that Kenyan children do not choose their own names; their families choose for them!

You can use either Swahili names or English names or words. For example, if your daughter was born at night, you might decide together to call her *Chausiku*, Moonlight, or something else of your choice!

Listed on the following sheets are a few names in Swahili and their meanings, in case you wish to choose a Swahili name. (If you and your child are interested in learning more Swahili names, you may want to check your local library or bookstore for the book *What's in a Name? Unaitwaje?: A Swahili Book of Names,* by Sharifa Zawawi.)

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Please fill out the following with your child.

My real name is _____.

I was given this name because _____

_____

_____

When did you join your family? (Tell about the time of day, the day of the week, the season of the year, and anything else you'd like to add about the time you arrived.)

_____

_____

_____

_____

_____

One name my family might give me based on the day, time, or season when I arrived is

_____ (examples: Star, Snowflake, Friday, *Juma*).

Another name my family might give me is _____.
(Choose a name for an attribute or characteristic, such as First-Born or *Mosi*.)
We chose this name because _____

_____

_____

_____

_____.

Would you like to choose more names—for yourself or for other people in your family? You can write the names, and your reasons for choosing them, on the back of this sheet.

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Swahili Names

Here are some Swahili names and their meanings:

If you were born…	You might be called… boy	girl
at night	Badru (full moon) or Badawi (moon-like)	Chausiku ora Kamaria (like a moon)
in the daylight	Nuru	Nuru
first in your family or on a Saturday (the first day of the week in Swahili)	Mosi	Mosi
second in your family or on the second day of the week	Pili	Pili
third in your family or on the third day of the week	Tatu	Tatu
during the rainy season	—	Masika
at the beginning of the farming season (or new year)	Mwaka	Mwaka
during a time of peace	Salim	Salama or Amani
on Tuesday	Jumaane	—
on Wednesday	Machano	—
on Thursday	Khamisi	Khamisuu or Mwanakhamisi
on Friday	Juma	Mwana Juma or Mwajuma
More Names		
something beautiful	Zuri (good looking)	Jamila (beautiful); Lulu (pearl); Zahra (flower)
something great	Simba (lion); Sultan (ruler); Bwana Mkubwa (great man)	Lubaya (young lioness); Siti (lady); BiMkubwa (great woman)
good luck	Sadi (luck)	Bahati (luck)
hope	—	Amali
gentle	—	Awena
repetition, second of twins	—	Kurwa
leopard-like	—	Machui
fisherman	Bavuai; Vuai	—
trustworthy	Alamini or Amini	Amina
precious	Aziz	Aziza
brave	Zuber	—

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Classroom Activities: Argentina

Eating in Argentina

Try preparing some favorite Argentinean foods with your students. The ingredients are readily available at most supermarkets.

- **Primary Emphases**
  Appreciate similarities and differences across cultures; follow a recipe; develop a taste for new flavors
- **Subject Areas**
  Home Economics & Social Studies
- **Materials Needed**
  Ingredients and kitchen utensils for each dish (as indicated); plates, napkins, and utensils; electric toaster oven or access to full-size oven
- **Student Grouping**
  Whole class or Small groups

Meat Empañadas: The little meat pies known as *empañadas* are a classic Argentinean snack. There are endless variations of empañada recipes throughout South America. The following recipe makes 12 empañadas.

You will need:

- 12 empañada shells or 1 can of refrigerator biscuits. (Empañada shells are available at some international grocery stores and Latino markets. You can also use a can of refrigerated biscuit dough, rolling each biscuit flat, as described in the *Travel the World with Timmy Deluxe* software. (From Timmy's Balloon, click . Then click . Click through the craft choices until you reach the empañadas recipe. Then click —you must print the recipe to read it; it does not appear on-screen.)
- 1 small onion, chopped
- 2 cloves of garlic, minced
- 1 lb. ground beef (or ground turkey or fully cooked baby shrimp)
- 1 Tbsp. oregano
- 1 tsp. paprika
- 1 tsp. cumin
- salt and white pepper to taste
- olive oil
- 2 egg yolks (optional)

You may want to prepare the filling ahead of time. Students can then fill and close their own empañadas in class. To prepare the filling, brown the onion and garlic in olive oil. Add ground beef and brown. Drain off the fat. Add the spices and cook until the meat is done.

To fill an empañada, scoop about a tablespoon of the meat mixture onto the shell. Fold the shell, forming a semicircle. Close the empañada by pressing a fork along the open edge or pinching it closed. You may wish to brush the top of the empañada with a beaten egg yolk.

Bake at 400°F until golden. (If a full-size oven is not available, an electric toaster oven will work.) Empañadas are eaten right out of the hands, though they may be half-wrapped in wax paper or tissue.

Cornstarch Cookies: Argentine children may eat cornstarch cookies at breakfast (accompanied by other foods such as milk, bread, cheese, and cold cuts), or as an afternoon or bedtime snack. These great-tasting cookies are simple to make. The recipe uses just five ingredients, easily found in American grocery stores. The following recipe makes about 40 cookies.

You will need:

- ½ cup butter or margarine
- ½ cup sugar
- ½ cup white flour, sifted
- 1 cup cornstarch
- 1 tsp. vanilla

Cream the butter and sugar. Add the flour, cornstarch and vanilla. Mix. Hand roll the dough into balls about 1" in diameter. Bake on a non-stick cookie sheet at 350°F for 20 minutes.

Variation: Roll out the cookie dough to about ¼" thick. Use small, simply shaped cookie cutters (such as circles or diamonds) to cut out the cookies. After the cookies have been baked and slightly cooled (still warm to the touch), make sandwich cookies using *dulce de leche* (caramelized milk) or guava preserves as the filling. (These ingredients can be found at some international grocery stores or Latino markets. Strawberry jam is a good substitute for guava preserves.)

Tip: The *Eating in Japan* section (pages 98–99) suggests additional activities that can also be completed with the Argentinean cooking projects.

Some Favorite Foods of Argentine Children

Snacks and Desserts

- *Empañadas*
- *Pasteles* (fried, turnover-like pastries, usually filled with thick quince jam)
- Tea and sandwiches (usually eaten in late afternoon)
- Fresh fruit (including peaches, plums, quinces, pears, cherries, grapes, and citrus fruits)
- *Tortas negras* (Biscuit-like cakes that are baked in the oven and topped with burnt brown sugar)
- *Flan* (baked custard)
- *Gelato* (Italian-style ice cream)
- *Dulce de leche* (A caramel-like candy or jam made from sweetened condensed milk)

Meals and Dishes

- *Asado* (beef roasted over an open flame)
- *Bife a Caballo* (steak topped with an egg)
- *Ñoquis* (Italian potato dumplings served like pasta, with tomato sauce and ground meat)
- *Locro* (stew made with corn, beans, boiled meat, and pumpkins)
- *Puchero de Gallina* (stew made with chicken pieces, sausage, corn, and squash)
- *Milanesa* (beef steak dipped in eggs, rolled in flour and bread crumbs, then fried)
- Pizza

If I Lived in La Boca

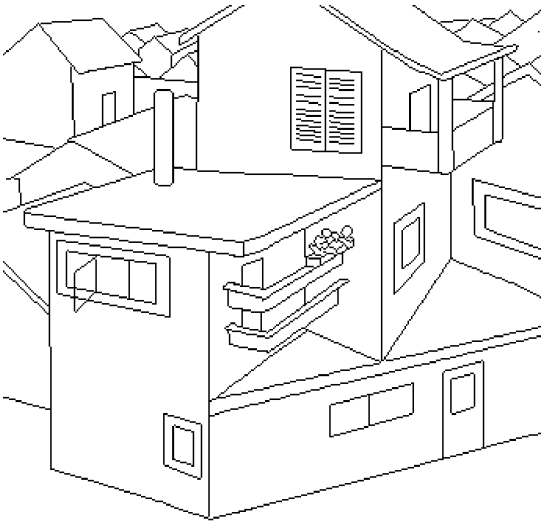
- **Primary Emphases**
  Appreciate similarities and differences between cultures; create original works of art
- **Subject Areas**
  Art and Social Studies
- **Materials Needed**
  Travel the World with Timmy Deluxe; cardboard boxes of different sizes and shapes; brightly colored tempera paints; construction paper; glue; large piece of cardboard or wood

  Optional: Photographs or paintings of different neighborhoods
- **Student Grouping**
  Whole class and Individuals

Students create a miniature urban neighborhood in this activity.

Ask each student to bring in a lightweight cardboard box, about the size of a shoebox (shoeboxes, cereal boxes, snack-bar boxes, oatmeal cylinders, and so on). These boxes will become your neighborhood buildings!

You may want to gather pictures of different neighborhoods (from magazines, books, or the Internet) for students to browse through. Ask students to point out which pictures look like neighborhoods in your city or town. What colors are most of the houses in your area? What shape are they? Now ask students to find some pictures that do not look like neighborhoods in your area. What



differences do they notice?

Show your students the picture of Buenos Aires' *La Boca* neighborhood in *Travel the World with Timmy Deluxe*. (To find this picture, click from Timmy's Balloon, then click . Scroll through the arts and crafts until you reach the picture of La Boca. To show students the bright colors of La Boca, paint it with the "magic brush.")

Explain that this neighborhood is home to many artists, as well as people who moved to Argentina from Italy. Ask the children what colors they would use to paint their houses if they lived in La Boca.

Now students can turn their cardboard boxes into houses, using colored paint and construction paper to create their own miniature La Boca. Encourage them to use their imaginations to brighten up their houses, or add balconies, rooftop gardens, and window boxes filled with flowers. Remind them to leave one or two sides of their "houses" relatively plain, as they will be placed next to, or even glued

to, other houses. Finally, arrange and attach all the houses onto a large piece of cardboard or wood, making space for streets and alleys. Remember, La Boca is an urban neighborhood, so houses are close together, and streets may be narrow. You may choose to add other neighborhood elements, such as cars, parks, and people.

About Argentina

Like the United States, Argentina is a nation of immigrants. People came from all over the world to settle in Argentina—most of them from Spain, Italy, Wales, Ireland, Germany, and Poland. In some cases, these newcomers settled in a tightly-knit immigrant community, preserving the language and culture of their home country. Even today, there are towns or villages where people speak Spanish in public and a different language at home.

Italians are the largest immigrant group in Argentina. Many Italian foods and traditions were quickly adopted by all Argentines, and are now a strong part of the culture.

Flip-Flop Seasons

Students explore seasonal differences between Northern and Southern hemispheres by assembling collages in this activity.

- **Primary Emphases**
  Observe seasonal differences between the Northern and Southern hemispheres; read simple thermometers; identify temperature-appropriate clothing and activities
- **Subject Areas**
  Science, Art, & Social Studies
- **Materials Needed**
  Summer Fun, Winter Fun student activity sheets (pages 86–87); large sheets of paper; magazines; scissors; glue; red markers or colored pencils
- **Student Grouping**
  Small groups

Explain to your students that the seasons in the United States and Argentina are reversed. When it's summertime in your hometown, it's winter throughout Argentina! Why is this so? In June, the Northern hemisphere is tilted toward the sun. It gets extra sunlight, which warms things up. It's summertime! At the same time, the Southern hemisphere is tilted away from the sun. It get less sunlight. With less sun, things cool down. It's wintertime! (In January, the opposite is true. The Southern Hemisphere is tilted toward the sun, while the Northern Hemisphere is tilted away from the sun.)

In order to illustrate these differences, have small student groups make clothing and activity collages for January and for July. On a large sheet of paper, write the name of the month. Then divide the sheet into two sections, labeling one "Buenos Aires, Argentina" and the other with the name of your state, city, or town. Cut out and glue a thermometer from page 80 onto each half of the month page.

The average temperatures in Buenos Aires, Argentina are:

January: 23°C (74°F) July: 10°C (50°F)

Older students can work in groups to discover the average temperature for each month in your area, using a print or electronic encyclopedia or the Internet. For younger students, you may want to find this information yourself and then share it with them. Use a red pen to fill each thermometer up to the average temperature.

Once this portion of the activity is finished, invite children to color and cut out the pictures from the Summer Fun, Winter Fun sheets and paste each onto the appropriate section of the chart. For example, for the January in Argentina section, your students may choose shorts, sandals, and sunscreen, as Argentinean kids are enjoying summertime in January. If you live in the Northern United States, your students might paste a sled, hat, and mittens onto the section for January in your town.

Alternatively, students can create their own seasonal drawings for each month. To help students generate ideas for their drawings, create a class list describing each season and brainstorm some activities students might do during each season.

Each group can create a collage for January, July, or both.

You may want to:

- Post all the collages as a large bulletin board display.
- Discuss the fact that while seasons vary, holidays, birthdays, and other events are tied to certain dates. For example, if one of your students celebrates her birthday on January 21, she might celebrate with a sledding party in the United States, but with a picnic in Argentina. You can add students' birthdays to your charts (in the same month for both countries) to reinforce this idea.

About Argentina

In Argentina, the school year begins in March and ends in December. There is usually a two- or three-week winter vacation in July. Some popular family vacation destinations and activities are:

- Visiting the beaches of the northeast
- Camping, hiking, fishing, and boating in national parks
- Hiking in the Andes mountains
- Skiing at resorts in the south
- Whale-watching off the southeast coast or Tierra del Fuego
- Visiting an *estancia* (ranch), often one belonging to relatives

Fire in the Forest

- **Primary Emphases**
  Learn names of Argentinean animals; use large motor skills; practice listening skills
- **Subject Areas**
  Physical Education, Science, & Social Studies
- **Materials Needed**
  Fire in the Forest Role Cards (page 88); tagboard; glue; scissors; large space to play and run
- **Student Grouping**
  Whole class

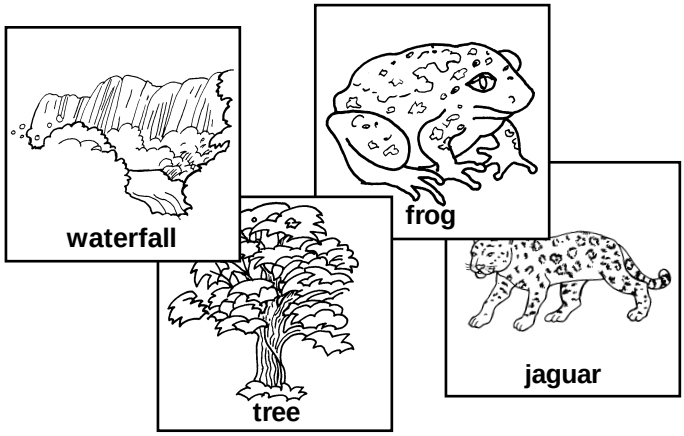
In this game, students take on the roles of rainforest animals and try to run to safety.

Before class, duplicate the Fire in the Forest Role Cards. Each student will receive one card. Duplicate the sheet enough times to produce cards for the following:

- Waterfalls (2-4 students)
- Trees (5 students)
- Animals (all remaining students)

Glue the cards onto tagboard for durability. Cut out the cards.

Take your students to a large square or rectangular play space (for example, half a soccer field or a gymnasium). Pass one card to each student. Each item or animal on the cards can be found in the Argentinean rainforest.



Have the animals line up on one side of the rectangle and the waterfalls line up on the opposite side. The trees are interspersed throughout the center of the play space.

Tell the students that each group has to follow different rules, and explain the following:

- *Trees* are rooted to the ground. They can wave their branches (arms), but cannot move their feet.
- *Waterfalls* can move back and forth along the wall or edge of the play space, but cannot move into the tree space.
- *Animals* can run in any direction.

You may want to let each group practice for a few minutes before you start the game.

Now you are ready to play! Call out the name of an animal, for example, "toucan." All the toucans must run through the trees and try to reach the safety of the waterfalls. If, while running to safety, an

animal is touched by a tree, that animal turns into a tree and must remain in place. Once all the students who were called have either reached the safety of the waterfalls or become trees, call out another animal. In addition to calling out individual animals, you may wish to call out combinations of animals, for example, "jaguars and giant anteaters." If you call out "Fire in the Forest!" all animals must run to the safety of the waterfalls.

The game becomes more challenging for the animals as more students are "turned into" trees! The game ends when all animals have either reached the safety of the waterfalls or turned into trees.

On the next round of the game, switch roles so that different students have a chance to be waterfalls, trees, and animals. You may choose to play a recording of rain forest sounds or South American music while students play the game.

Science & Language Arts Extensions

- Rather than calling out animals by name, call them by groups or characteristics, such as "reptiles," "animals that have claws," or "animals that fly."
- Help your students find out more about the animals in the game with picture books, electronic encyclopedias, or the Internet.

Round the Regions

This game is a variation of Musical Chairs, using geography and Argentinean animals.

Before you play the game, make enough copies of the Round the Regions Animal Cards to have one card per student. Then make one additional copy of the sheet. You may also want to show students the different regions of Argentina on a map. Give each student an animal card. Now list the animals that live in each region, and ask all those "animals" to group together. If you wish, enlarge the map on this page and have the students tape extra copies of the animal cards to the correct regions.

Divide your play space into the four regions of Argentina. In each section, post your extra copy of the cards for that region and set up enough chairs for one quarter of your class.

- **Primary Emphases**
  Learn about Argentinean animals and regions; follow rules and take turns
- **Subject Areas**
  Physical Education, Science, & Social Studies
- **Materials Needed**
  Round the Regions Animal Cards (page 89); scissors; tape; large space to play and run; chairs; music CD, record, or tape (ideally Latin American or Argentinean music, such as tangos)
- **Student Grouping**
  Whole class

To start the game, reread aloud the names of the regions and the animals that live there. Each animal must go to the appropriate region and sit in a chair. Let everyone practice once. Check the region cards to confirm that everyone is in the right region.

Begin playing the music. All the animals begin rotating around the room. You may choose to have students imitate the gaits of their animals. When the music stops, the students rush to the chairs that represent their animals' regions. If there is a mismatch (for example, a penguin in the rain forest), send that animal to the correct region.

For the next round of play, remove one chair from each region. This time, there will be one student left "chairless" in each region. That student is out. (Students who are "out" can help you turn the music on and off, remove chairs, and so on.)

Remove another chair and repeat. Play the game several times so that children have the opportunity to be different animals in different regions.

About Argentina

Almost two-thirds of the Argentinean population lives in the region called Las Pampas, which contains the city of Buenos Aires. On the other hand, Patagonia is home to only 3% of all Argentines! The rain forest and Andes mountains are slightly more populous than Patagonia. These two regions attract tourists from Argentina and around the world.

Gaucho Storytelling

- **Primary Emphases**
  Relate images to spoken and written words; apply logic to sequence pictures in a series; enhance creativity
- **Subject Areas**
  Language Arts, Creative Dramatics, & Social Studies
- **Materials Needed**
  Story Sequence Pictures activity sheet (page 90); safety scissors

  Optional: Summer on the Estancia activity sheets (pages 91–92); markers or crayons; cardboard; glue; picture books containing North or South American cowboy stories or tall tales
- **Student Grouping**
  Whole class and Small groups

In this activity, students use pictures of Argentinean ranch life to create a sequential story.

Gauchos are the cowboys of Argentina. Telling stories, reciting poems, and singing songs for an audience is an important element of gaucho tradition. Just like gauchos, your students can enjoy doing their own storytelling!

You may want to introduce this activity (or follow it up) by reading some North or South American cowboy stories or tall tales with your students.

Divide your students into small groups or pairs. Give each group one set of story sequence drawings and ask them to cut out the pictures, place them in any order they like, and use the pictures to create a story. Be sure to explain that they don't need to use all of the pictures. Some students may prefer to make up story-songs, using familiar tunes like "Row, Row, Row your Boat," "Home on the Range," or "Mary had a Little Lamb."

Tip: Simplify the task for preschool or Kindergarten students by giving each group just three pictures.

Students can color the story pictures, then glue them onto cardboard in order. Invite the groups to use their storyboards to tell their story (or sing their song) to the rest of the class.

You may want to point out that stories can take many different forms; in fact, different people tell even the same story in different ways! You may choose to read the story "Summer on the Estancia" as just one example of how these pictures can be put together as a story.

Extension

Arrange for a Spanish speaker to visit your class and read a story in Spanish to the students.

About Argentina

The Argentine gaucho is often compared to the American cowboy of the "Old West." Both are known for their solitary lifestyle and hard work herding cattle on the plains. Both have served as a source of inspiration for art, music, epic poetry, and novels.

The gaucho's original lifestyle was nomadic. He would ride all over the harsh Pampas hunting wild

cattle for hides, fat, and grease for exportation. (Beef was not developed as a commodity and export until the 1900s.) He might have traveled with a small group, living off fresh beef, drinking mate (a strong, herbal tea), and sleeping outdoors with his poncho for a blanket and saddle for a pillow. While on the plains, gauchos would often tell stories and sing songs highlighting unrequited love, brave deeds, fierce fights, and other conquests. Occasionally, a gaucho would meet with a larger community at the stores and bars—found few and far between. Here, groups would buy and sell goods, sing and tell stories, and maybe even get into fights or cause other trouble!

Gauchos are known for their horsemanship. In the past, they would often capture their mounts from bands of wild horses living in the Pampas. It has been said that a gaucho learns to ride a horse before he can walk!

Traditionally, gauchos wear a wide-brimmed hat, a *poncho* (a blanket with a slit in the middle to slip over the head) over a cotton shirt, and loose pants (called *bombachas*) tucked into leather boots, which in turn are topped with large, elaborate, silver spurs. A gaucho also wears a wide leather belt (called a *rastra*) decorated with silver coins and buckles.

From the early days through the 1800s, the gaucho was scorned and feared as a vagabond and lawless figure. When the Pampas were divided into large ranches (called *estancias*), some gauchos began to take jobs as ranch hands. Others moved to the urban areas, where they often accepted industrial work in factories. As time passed, the gaucho was romanticized to such a degree that he is now known as the symbol of nationalism and Argentine values. The "gaucho characteristics" of loyalty, courage, hospitality, manliness, and selflessness are qualities many Argentines honor, respect, and strive to build in themselves.

In Argentina today, the word "gaucho" refers to both the cowboys of old and modern-day ranch hands. Argentineans strive to sustain the gaucho tradition though dance, songs, horsemanship, and clothing. One town, San Antonio de Arceo, hosts a week-long gaucho celebration in November. Residents dress up in gaucho clothing, and visitors from all over Argentina come to participate in gaucho traditions.

Carnival Number Toss

In this activity, students have a chance to test their luck with balls, bean bags, or other small, toss-able objects, while practicing numbers in Spanish.

In a large open space (such as a gym or playground), have students line up in pairs, facing each other. Give each pair a ball or bean bag. The objective is for one student to toss the ball to the other, and for the receiving student to catch it without dropping it. Let students practice for a while.

Now have students stand so that each is one arm's-length away from his or her partner. You say a number in Spanish, and students move that many steps away from each other, counting the steps in Spanish. Then the partners try to toss and catch the ball.

Start with one step. You say, "*uno*," and students repeat "*uno*" as each takes one step away from his or her partner. Then they try to toss and catch the ball! Finally, students return to their starting positions. Now try two. Say, "*dos*." Students count aloud, "*uno, dos*" as they take two steps away before tossing and catching the ball.

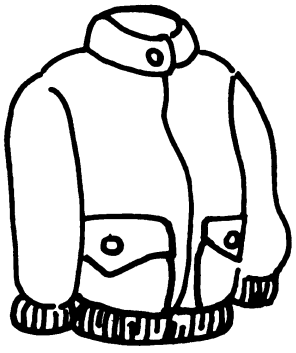
- **Primary Emphases**
  Practice counting in Spanish; associate a number with a quantity; use large motor skills
- **Subject Areas**
  Math, Foreign Language, & Physical Education
- **Materials Needed**
  Bean bags or small, lightweight balls (such as tennis balls or soft foam balls); large open space
  Optional: Large die (or deck of cards)
- **Student Grouping**
  Whole class and Pairs

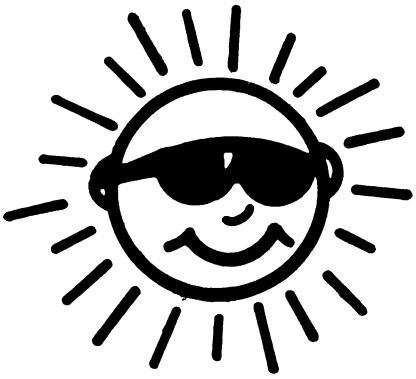
Variations:

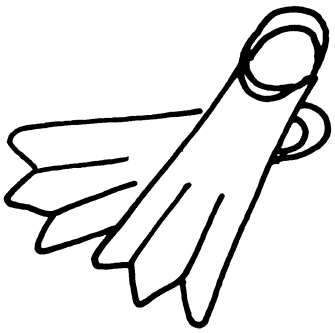
- For a competitive game, partners who drop the ball are "out." The last pair left in the game wins.
- Rather than counting upward in Spanish, roll a die (or draw a playing card) to determine how many steps students take.

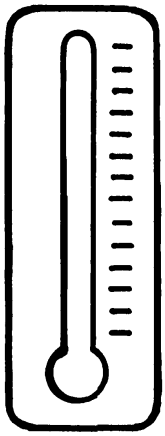
Tip: Have students practice Spanish numbers at the computer. Go to Timmy's Balloon in *Travel the World with Timmy Deluxe.* Click , choose , then click on a number.

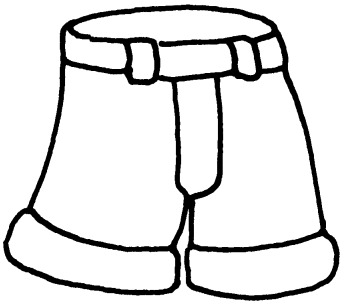
Summer Fun, Winter Fun

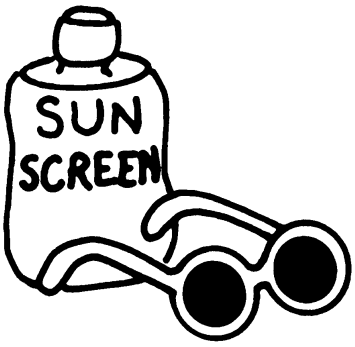












Use with the "Flip-Flop Seasons" activity (page 78).

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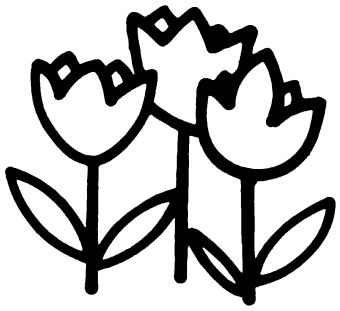
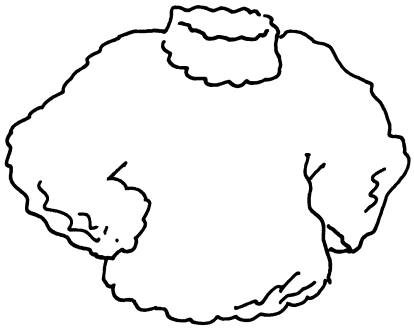
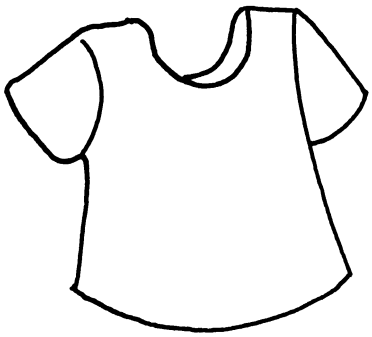
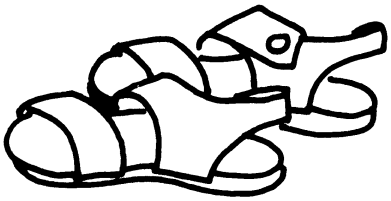
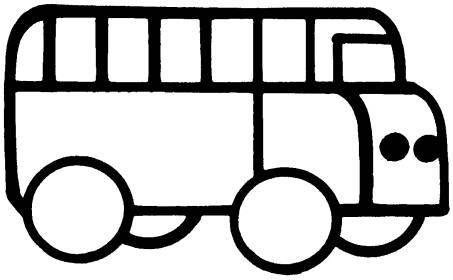
Summer Fun, Winter Fun

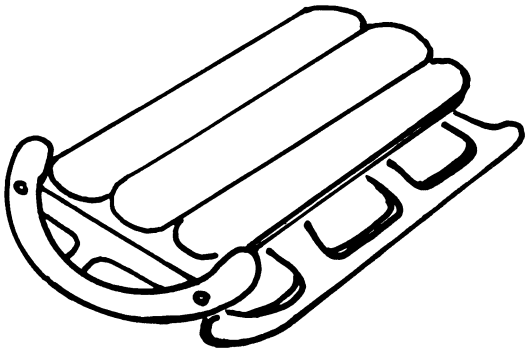












Use with the "Flip-Flop Seasons" activity (page 78).

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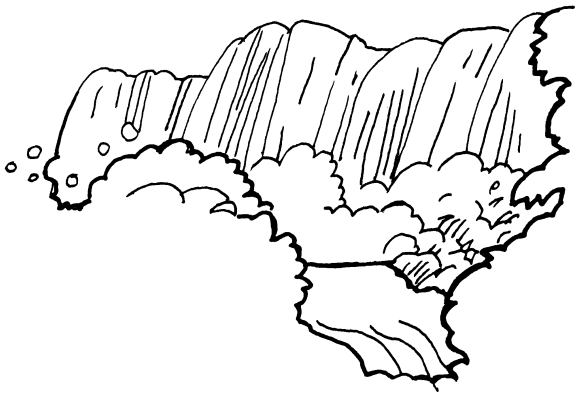
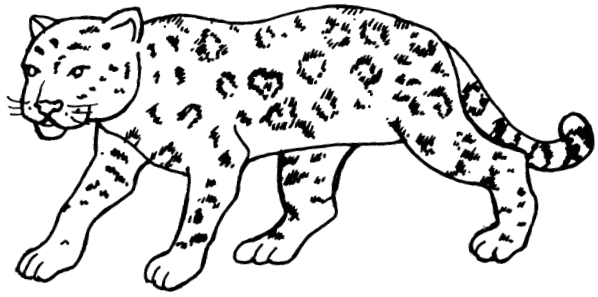
Fire in the Forest: Role Cards

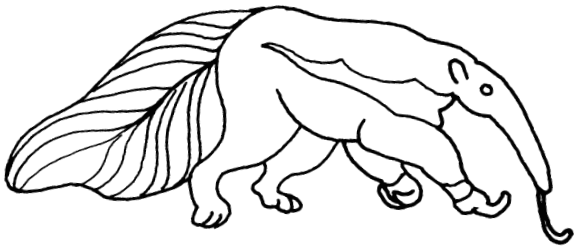


waterfall

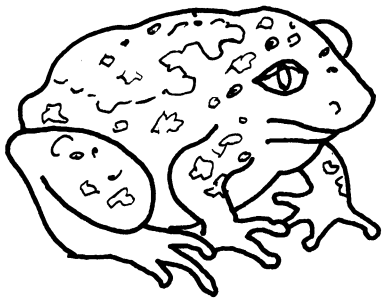
tree



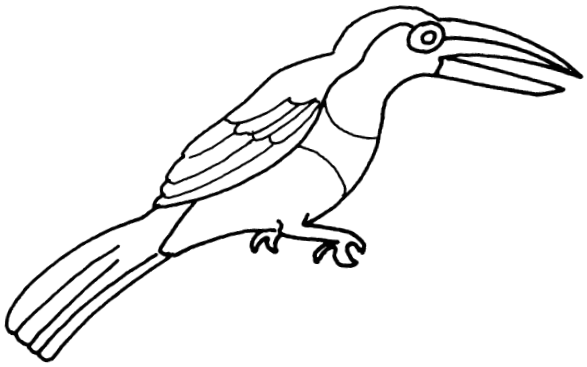
jaguar



giant anteater



frog



toucan

Use with the "Fire in the Forest" activity (page 80).

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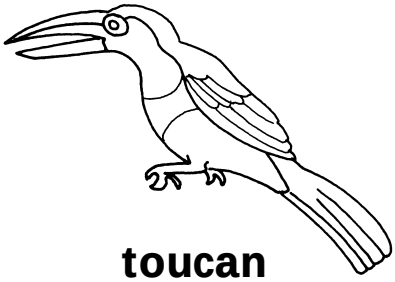
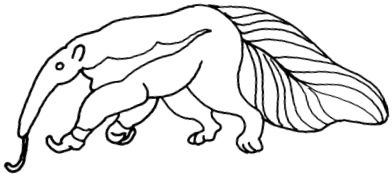
Round the Regions: Animal Cards

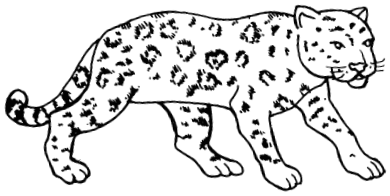
Region 1: The Rain Forest



toucan

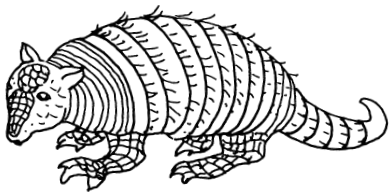


giant anteater

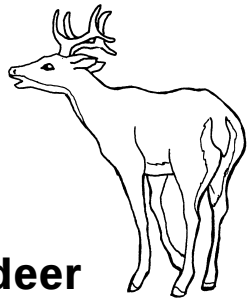


jaguar

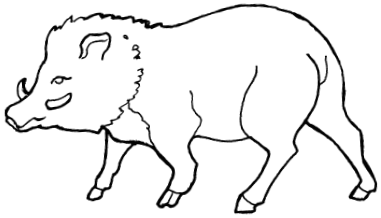
Region 2: The Pampas



hairy armadillo

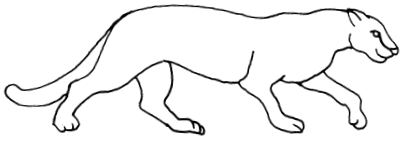


red deer

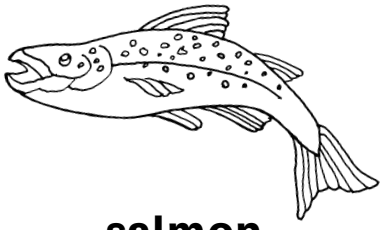


wild boar

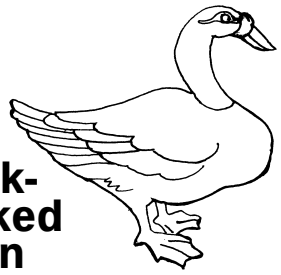
Region 3: The Andes



puma



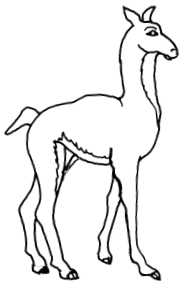
salmon



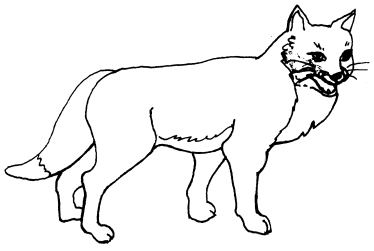
black-necked swan

Region 4: Patagonia

penguin



guanaco



red fox

Use with the "Round the Regions" activity (page 81).

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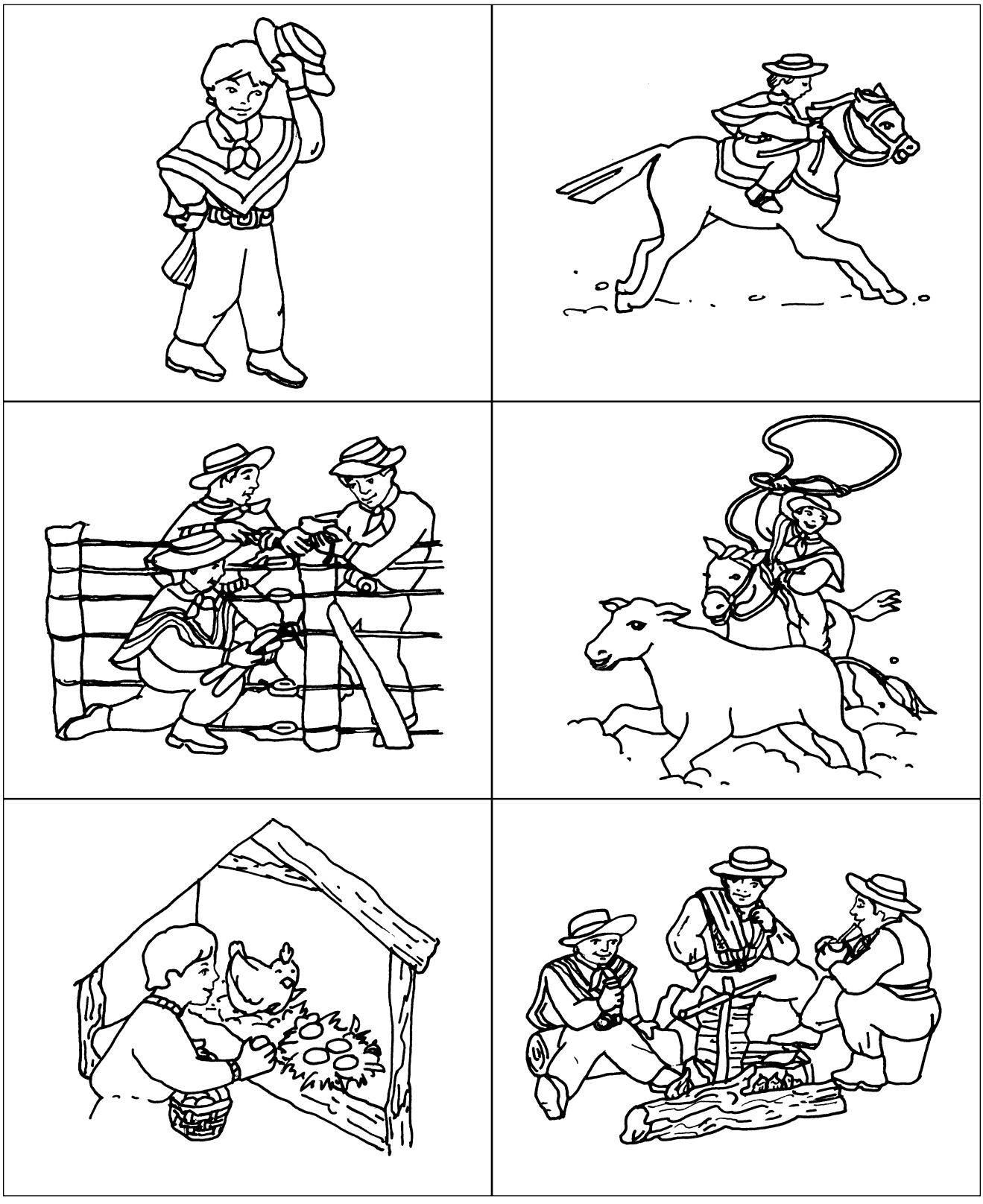
Story Sequence Pictures



Use with the "Gaucho Storytelling" activity (page 83) and (optional) with "Summer on the Estancia" (pages 91–92).

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Summer on the Estancia

Pedro lived in the big city of Buenos Aires. Every morning he went to school to study math, science, Spanish, art, and history. At noon, he would walk home to have a large lunch with his family, and in the afternoon, he'd play outside with his friends. They often played hard soccer matches against the kids from the other block. Sometimes they'd pretend they were great soccer stars winning the world cup for Argentina! Other days, they imagined themselves as race car drivers, speeding around the tracks. When he was tired, Pedro would come inside to have a small dinner, take a bath, and then watch T.V. or listen to music before going to bed.

As the days became warmer and longer, summer vacation drew near. Pedro's mother reminded him that soon they'd be leaving to spend their vacation on his grandfather's *estancia.* Pedro was very excited. He loved spending time on his grandfather's huge ranch. There was so much to do there! Pedro could gather eggs for his grandmother or pick vegetables in the garden. He could work in the barn, helping the *gaucho* ranch hands to fix saddles, bridles, and reins. During barbecue dinners, he could help roast beef over an open fire, or fix *mate* by adding the Yerba tea leaves and steaming water to the silver-decorated gourd.

What Pedro wanted to do most of all was to ride out into the Pampas with his grandfather, father, and the gauchos, checking the cattle and fences. But his grandfather would not let him do this until he was 10 years old. Every year he reminded his grandfather of his dream, and every year, his grandfather reminded him that he must wait until he was 10. During the summers, Pedro rode his favorite horse, practicing with his lasso and preparing for the year he'd be able to ride on the plains.

This summer, Pedro was particularly excited. He had just celebrated his tenth birthday, and his grandfather would have to fulfill his promise. Pedro would be able to ride the Pampas!

When he arrived at the estancia, Pedro's grandfather hugged him warmly and said, "Come with me, grandson, I have a surprise for you."

They walked together to the stables. There, hanging above the stall of Pedro's horse, was a beautiful pair of reins and a bridle, made of warm brown leather and decorated with silver coins and bangles. Pedro couldn't believe his eyes. "Next week," his grandfather said, "we'll be riding out to the plains."

Pedro raced to the ranch house, shouting "Mama, *Abuela,* look!" and shaking his new reins and bridle. His grandmother and mother laughed and took him inside the house for yet another surprise. All spring, his grandmother had been weaving a warm, woolen *poncho*, just his size. His mother had made *bombachas*, loose cotton pants worn by the gauchos. To top everything off, Pedro's father presented him with a new, wide-brimmed hat, to protect his eyes and face from the sun and wind.

(continued)

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Pedro could barely wait for the big day. To make the time speed by, Pedro practiced riding his horse, helped pack up supplies, and helped with the daily chores around the house. Soon it was time to leave.

And what a week it was! Every day Pedro rode alongside his grandfather or father. They made sure that all the fences were strong. Sometimes they jumped down from their horses to unwind old barbed wire from the strong wooden posts and attach new wire. They rounded up cattle, counting the herd and checking for signs of sickness. They saw all kinds of animals—hairy armadillos, red deer, and wild boars.

At night, the group would tie up their horses, give them food and water, and brush them down. For dinner, Pedro and the others roasted fresh beef over an open fire, and passed around the *mate*, sipping the strong tea from the metal *bombilla* (straw). The gauchos would tell stories—some of them scary and some of them sad. Pedro's grandfather would sing old songs from years ago. When he could barely stay awake any longer, Pedro would wrap himself in his poncho and lay his head on his saddle, dreaming of another day on the Pampas.

The End

Use with the "Gaucho Storytelling" activity (page 83).

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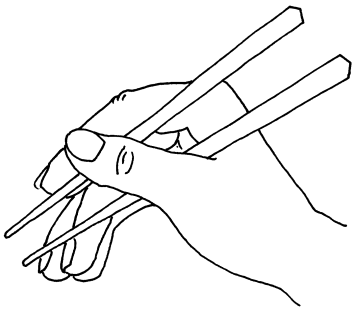
Classroom Activities: Japan

Counting with Chopsticks

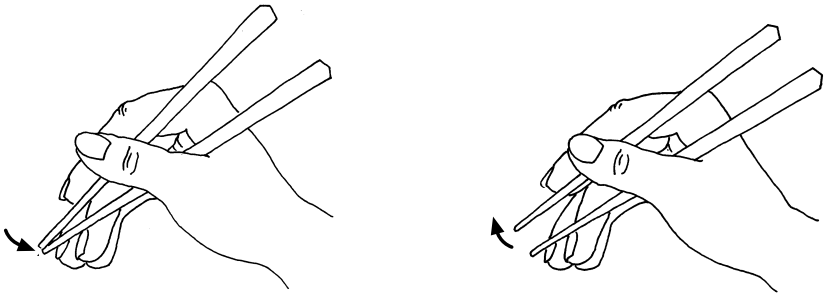
This activity is a fun twist on counting games. Students use chopsticks to transfer 10 objects from one basket to another.

If you are not familiar with the correct technique for using chopsticks, practice before demonstrating to students. Note that when using chopsticks, you should move only the top chopstick. The bottom chopstick is held firmly in place.

- **Primary Emphases**
  Use fine motor skills; practice counting
- **Subject Areas**
  Math & Social Studies
- **Materials Needed**
  One pair of chopsticks; two baskets or boxes; 10 or more small, easily grasped items (such as rubber toys, small Koosh balls, or cotton balls)
- **Student Grouping**
  Pairs



Pick up the chopsticks and hold them in your hand like this.



Practice moving the top chopstick up and down while you hold the bottom one still. That's the same way you will grab food or other objects. Try it!

Fill a basket with 10 small objects. Set up a "Counting with Chopsticks" station, containing one pair of chopsticks, the filled basket, and an empty basket.

Students visit the station in pairs. Using the chopsticks, one student attempts to pick up each object in basket one and transfer it into basket two. The second student counts how many objects were moved without being dropped. Then the students switch roles and repeat the activity. Encourage students to visit the station more than once—perhaps daily over a period of one or more weeks. Do they notice any progress?

Extensions

- Older students can track their progress over a week by recording the total number of objects moved each day. On Friday, students can create a graph of the results.
- To celebrate students' newfound ability, serve sticky rice or another snack for students to eat with the chopsticks.

About Japan

Japanese children are given chopsticks early in life. Even as toddlers, they have their own set of chopsticks to use while eating, much as American toddlers use a combination of fingers, forks, and spoons.

Japanese Calligraphy

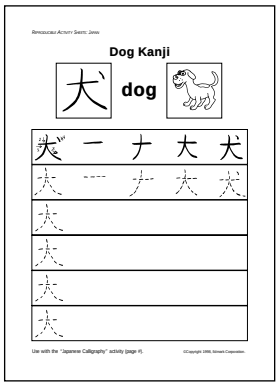
In this activity, students learn to produce a *kanji* pictograph.

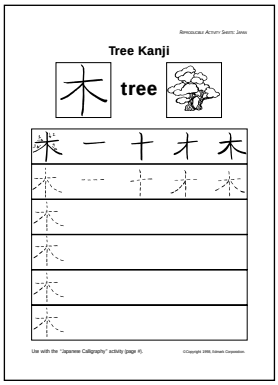
Give each student a photocopy of the Dog Kanji, Tree Kanji, or Flower Kanji activity sheet. On the board or overhead projector, demonstrate the stroke order for each word (as outlined on the activity sheets). Allow students time to practice, moving gradually to freehand drawing of the word.

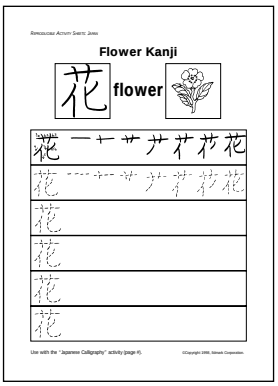
When the children are comfortable writing their words, allow them to create large images using paints and paintbrushes. They may choose to include a drawing of the word in the artwork.

About Japan

Kanji is one of three different writing systems used in Japan. It is a series of pictographic images representing words, based on Chinese characters. Each kanji character is written in a very specific stroke order. Despite these strict rules, writing different kanji characters or whole poems using traditional Japanese calligraphy is considered a high art form.







- **Primary Emphases**
  Refine fine motor skills; see that different cultures use different forms of writing; relate images to written words
- **Subject Areas**
  Art, Handwriting, Foreign Languages, & Social Studies
- **Materials Needed**
  Dog Kanji, Tree Kanji, and Flower Kanji student activity sheets (pages 104–106); whiteboard or overhead projector and transparency; paint (in Japanese tradition it would be black or deep charcoal gray); paintbrushes
- **Student Grouping**
  Individuals

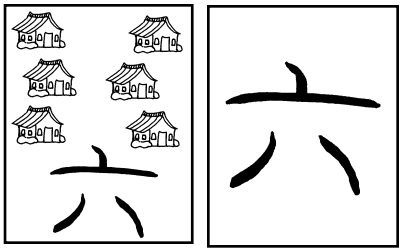
Kanji Concentration

In this variation of the game "Concentration," students match pairs that include pictograph or Arabic representations of numbers.

Duplicate as many sets of Number Cards as needed for the difficulty level of your choice (see below). You may want to paste the cards to tagboard and laminate them for durability.

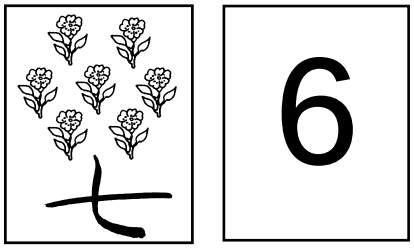
- **Primary Emphases**
  Refine memory skills; see that different cultures use different forms of writing; relate numerals to the corresponding quantity of objects
- **Subject Areas**
  Math, Foreign Language, & Social Studies
- **Materials Needed**
  Number Cards (pages 107–108); scissors
  Optional: Tagboard or other sturdy paper; glue; lamination materials
- **Student Grouping**
  Pairs or Small groups

Easier Game



Matching Pair

Students take the two sets of kanji cards (one with pictures, one without), mix them up, and place them face down on a table in a grid (four rows of 5 or five rows of 4). In turn, each player flips over two cards, with the goal of finding a matching pair. If the two cards match, the player keeps that pair. If the two cards do not match, the player turns them face down again. After a student has turned over two cards, it is the next student's turn. The game continues until no more cards are left. The player with the most pairs wins.



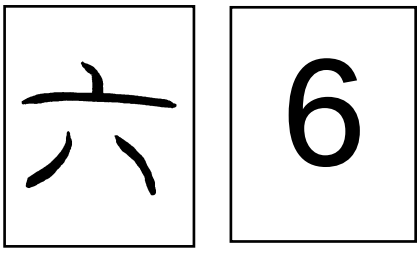
Matching Pair

More Difficult Game

Replace the plain kanji cards with the set of Arabic numeral cards. Game setup and play are the same as in the easier game, above, except in this version, students try to match the kanji card with pictures to its Arabic counterpart.

Challenge

Use the plain kanji cards and the Arabic numeral cards. Again, the game setup and play is the same as in the easier game, above; however, now students must match the plain Kanji card to the appropriate Arabic numeral card. In case of doubt, they can use the kanji cards with pictures for verification.



Matching Pair

Students who have mastered the Japanese numbers in *Travel the World with Timmy Deluxe* can say the number aloud as they turn over each card.

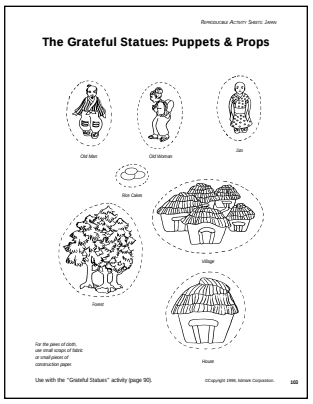
Tip: To hear the numbers pronounced by a native speaker, go to Timmy's Balloon in *Travel the World with Timmy Deluxe.* Click choose , then click on a number (0–10).

The Grateful Statues

This activity allows your students to stretch their dramatic muscles as they enjoy a Japanese folk tale. Introduce the story to students by reading the script aloud from the Script sheets.

Use the list of roles on the Script sheet to help you cast the show. Note that the "Narrator" and the "Old Man" have the most dialogue. You may want to split the Narrator role between two students, or perform that role yourself.

The story can be performed as a play or a puppet show.


The Grateful Statues: Puppets & Props
Old Man
Old Woman
Jizo
Rice Cakes
Village
Forest
House
For the jizers of cloth, use small scraps of fabric or small pieces of construction paper.
Use with the "Grateful Statues" activity (page 96).

For a puppet show, reproduce the Grateful Statues: Puppets and Props sheet and use it with the Kabuki theater from the *Travel the World with Timmy Deluxe* software. (Students can color and cut out the characters and props, attaching them to Popsicle sticks or tongue depressors. You may choose to mount the puppets on tagboard and laminate them for durability.) **Note:** The puppets and props have been scaled to work with Timmy's Kabuki Theater. If the pieces are too small for younger students, you may wish to enlarge them on a copy machine.

For a play, use the Grateful Statues: Puppets and Props sheet as a guideline in developing props and costumes for your actors.

Allow students ample time to rehearse. You may wish to perform the final show for other classes, students' families, or the whole school.

About Japan

New Year's is celebrated with great fanfare in Japan. Children are given envelopes filled with New Year's money; traditional games are played; parades and temple celebrations abound. Traditionally, Japanese women spend the last few days of December making cold and preserved foods, snacks, and rice cakes to fill special *bento boxes* (lacquered boxes with gold or silver inlay, usually stacked three or five tall). On January first, second, and third, the family eats from these treat-filled boxes so that nobody needs to cook during the New Year's holiday, and the whole family can relax.

- **Primary Emphases**
  Appreciate folk stories from other cultures; explore artistic expression; enhance creativity
- **Subject Areas**
  Language Arts, Creative Dramatics, & Social Studies
- **Materials Needed**
  The Grateful Statues: Puppets and Props sheet (page 109); The Grateful Statues: Script sheets (pages 110–112).
  For a play: Five large pieces of cloth; child's jacket; one basket with treats, including rice cakes; confetti-sized "snowflakes" (children can make these from white paper); large cardboard panels; scissors; paint; green shirts (from home); green construction paper
  For a puppet show: Kabuki Theater pieces (printed out from the *Travel the World with Timmy Deluxe* software); markers, crayons, or colored pencils; scissors; popsicle sticks; glue; small scraps of fabric or construction paper; tagboard and lamination materials (optional)
- **Student Grouping**
  Whole class

Our Own Undokai

An *Undokai* is a series of track and field competitions in Japan. Your class or grade can hold its own Undokai!

Traditionally, participants focus on winning a series of points that will place their own team ahead of other teams. An athlete's individual score is not emphasized.

Arrange a few different events, ranging from silly (three-legged race, water balloon toss, and egg-in-spoon race) to more "serious" events (100-yard dash, 400-yard relay, and long jump). In each event, one student from each team competes. At the end of the event, points are awarded to each team. (For example, if you have four teams, first place earns four points, second place earns three points, third place earns two points and fourth place earns one point.) Students should be encouraged to cheer on their own team members at each event, remembering that points earned go to the entire team, not the individual. Each student should participate in at least one event.

About Japan

An Undokai is an annual event in Japanese schools. Usually lessons are cancelled for the day. Individuals and teams practice for several weeks, and parents are invited to the celebration.

In Japan, the best result of a competition is a tie—allowing more people to win and causing nobody to "lose face."

- **Primary Emphases**
  Work as a team; refine large motor skills; appreciate different views on competition, winning, and losing
- **Subject Areas**
  Physical Education & Social Studies
- **Materials Needed**
  Large open space (gym or playground); team identification (such as bandanas, arm-bands, or flag-football flags); equipment as needed for the events of your choice (such as eggs and spoons)
- **Student Grouping**
  Whole class divided into three or four teams, or, if possible, the entire grade (for example, all the first graders in your school)

Eating in Japan

- **Primary Emphases**
  Appreciate similarities and differences between cultures; follow a recipe; develop a taste for new flavors
- **Subject Areas**
  Home Economics & Social Studies
- **Materials Needed**
  Ingredients and cooking equipment for each dish as indicated on pages 98–99; plates or bowls; napkins; spoons; access to a stovetop or oven
- **Student Grouping**
  Whole class or Small groups

In this activity, students try new foods and discuss differences in taste—between people and cultures.

Invite your students to list their favorite foods as you write them on the left side of the board or piece of butcher paper. Discuss how many different favorite foods you have listed, and the fact that personal preferences vary. One student's favorite food might be something another student doesn't care for at all! You can use this as a basis to emphasize the fact that different people and cultures have different tastes, before you begin to discuss some of the unusual or unfamiliar foods from Japan.

Use the chart on page 99 as a resource to list some favorite foods of Japanese children on the right side of the board. (You may wish to do this now or after your students have had a chance to taste some Japanese foods for themselves.)

Try making some dishes and snacks favored by Japanese kids. Some ingredients are readily available at any grocery store. Others may be found in the international food section of larger supermarkets or in Asian or Japanese grocery stores. (You may also find pre-made Japanese snacks to sample.)

O-Nigiri (Rice Balls): A Japanese student may find *O-Nigiri* in his or her lunch box, at a picnic, or as an after-school snack. They are easy to make and eat. In Japan, they are even sold in local convenience stores. Rice balls are considered finger food.

The basic recipe and directions for making rice balls are included in the *Travel the World with Timmy Deluxe* software. To find the recipe, click from Timmy's Balloon. Then, click . Finally, click the arrow at the top of the screen until the recipe is displayed.

For an even more authentic flavor, try adding one tablespoon of rice wine vinegar and one teaspoon of sugar to the sticky rice immediately after cooking, spreading it in a 9" X 13" pan, and letting it cool before making the balls.

You can also fill your rice balls with such ingredients as tuna salad or *umeboshi* (sour Japanese plums). Simply make an indentation in the formed rice ball, fill it with your choice of flavor, then cover with additional rice, patting down the seams.

Curry Rice: This is a very popular dish for birthday parties, end-of-season Little League parties, and other kid-related special events. (It may be served as a regular dinner or lunch too.) It is served in a deep dish next to white sticky rice and eaten with a spoon (not chopsticks). Be sure to provide students with plain rice, rice cakes, or another bland food with the curry rice!

You will need:

- 2 medium-sized carrots
- 2 medium-sized potatoes
- 2 stalks of celery
- 1 pound of beef, pork, or chicken*
- packaged curry sauce
- cooking oil

Cut all the ingredients into 1" chunks. Fry the vegetables until they are medium soft. Fry the meat until it is cooked through. Mix everything together with a pre-made curry sauce and simmer for 15-20 minutes.

*If there are vegetarians in your class, you may wish to omit the meat or replace it with tofu.

Pizza: As in America, pizza is a favorite for Japanese kids, but with a toppings twist! Popular pizza flavors include chicken or tuna with corn and peas, and shrimp, squid, or octopus. Generally, very little tomato sauce is used, and cheese is kept at a minimum. Kids may also add mayonnaise and Tabasco sauce to their pizzas at the table. In Japan, pizza may be eaten with your hands, but sometimes, Japanese people use a knife and fork.

Bring premade pizza crusts or English muffins to school, along with bowls of toppings, tomato sauce, and cheese. Students can add toppings as they wish. You might choose to make one or two small "taster" pizzas with Japanese flavors and have American-style cheese pizzas available as well.

Arrange for a parent volunteer or member of the cafeteria staff to bake the pizzas.

Math Extension

Older students may enjoy creating a Venn diagram illustrating their favorite foods and the favorite foods of Japanese children, to show similarities and differences.

Some Favorite Foods of Japanese Children

Snacks

- *O-Nigiri* (rice balls; see page 98)
- Dried squid
- Chips (such as potato chips, shrimp chips, and cheese puffs)
- Rice crackers (often wrapped in dried seaweed)
- *Pokky* sticks (chocolate-covered, stick-shaped cookies)
- Candy
- *An-pan* (pastries filled with sweet red bean paste)
- Ice cream (Unusual Japanese flavors include sweet red bean, green tea, and ginger.)

Meals and Dishes

- *Sushi* (which includes not only raw fish—*sashimi*—but also cooked ingredients such as fish, cucumbers, and egg, wrapped in rice and seaweed)
- *Tempura*
- Fast food (including popular U.S. fast food chains such as McDonald's, Pizza Hut, and Kentucky Fried Chicken)
- Pizza (see Japanese toppings, above)
- Curry rice (see recipe, above)
- *Yaki-tori* (chicken cut into chunks, marinated in teriyaki sauce, skewered, and grilled)

Japanese School Day

- **Primary Emphasis**
  Appreciate similarities and differences between cultures
- **Subject Areas**
  Creative Dramatics, Language Arts, & Social Studies
- **Materials Needed**
  If I Went to School in Japan student activity sheet (page 113). Depending on the activities you choose, you will also need some of the following: Journals or sheets of plain paper; crayons, markers, or paints; glue; stapler; chopsticks; ingredients for Japanese foods; school "uniforms" and slippers (from home)
- **Student Grouping**
  Whole class

Use *In a Japanese School* (below) to plan a Japanese-like school day for your class. About a week before "Japanese School Day," send a letter home, explaining the activity and asking parents to send in the required materials. Duplicate the If I Went to School in Japan student activity sheet and distribute to students. Read the sentences aloud together and talk about customs in Japanese schools. If you like, students can cut apart the sentences and paste each onto the bottom of a separate piece of blank paper, to create a book they can staple and illustrate.

In conjunction with the Japanese School Day, you may want to serve some pre-made Japanese snacks (from a local Japanese, Asian, or international grocery) or prepare Japanese foods as a class (see *Eating in Japan*, page 98). Try eating some food with chopsticks!

At the conclusion of Japanese School Day, encourage students to write about the event in journals or as "postcards" to their parents. Younger students can draw pictures of the day and dictate a few sentences to you, describing the pictures.

In a Japanese School:

- Students wear uniforms to school. Usually these are white shirts and dark (brown, blue, or black) shorts, pants, or skirts (for girls). Many elementary school students also wear bright yellow or red hats so they can easily be seen walking to school.

  Tip: For the Japanese School Day, have students come to school in matching outfits to simulate uniforms (dark pants and white shirts, for example).
- Students and teachers take off their street shoes when entering the school building. There is a large space outside each school with cabinets and shelves where people change their shoes for slippers.

  Tip: A few days before Japanese School Day, ask students to bring a pair of slippers or sandals to school. When the special day arrives, have students take off their shoes outside the classroom. Store shoes in bins or on shelves.
- A Japanese student starts the day standing to the side (all students to the same side) of his or her desk and singing the national anthem. After the anthem, students bow to the teacher and say, in unison, "Good morning, teacher," to which the teacher responds with a bow and, "Good morning, students." Then students all sit down in unison.

Tip: Rehearse the Japanese morning routine each day during the week before Japanese School Day.

- Japanese students share classroom chores throughout the day. At lunch time, for example, several desks are pushed together to serve as a "buffet." Hot lunch is brought from the kitchen and several students serve the others. After lunch, a different group of students takes the lunch trays back to the kitchen, while yet another group sweeps the floor, and others put the desks back in order. At the end of the day, a group of students sweeps the floor, a different group gathers and takes out the garbage, others dust the shelves, some close the windows and the blinds, while others clean up common areas (picking up art materials, etc.). The groups rotate chores on a weekly or daily basis.

  Tip: For "Japanese Day," assign chores to groups of students rather than individuals. You may wish to have students do a few chores they are not normally responsible for!

- Japanese students may use the hand game "rock, paper, scissors" to make decisions about many things in daily life: who gets to be the line leader, who goes first in a game, what movie to go to, whether to ride bikes or walk, and so on. This game allows the Japanese to "save face" and maintain a sense of cohesion; nobody is forcing a decision on somebody else—it is decided by chance. To select one child from a large group of students, Japanese teachers may have the students play several "elimination" rounds; all the students pair up and play, then each winner plays another winner, and so on until only one student remains.

  Tip: Use this game throughout your Japanese School Day to make decisions.

- Japanese students call teachers by a combination of their name and the word "teacher" (*sensei*). For example, instead of calling their teacher Mrs. Suzuki, students would call her Suzuki-Sensei. Students continue to call a teacher Sensei long after they've moved on from the class—even into adulthood!

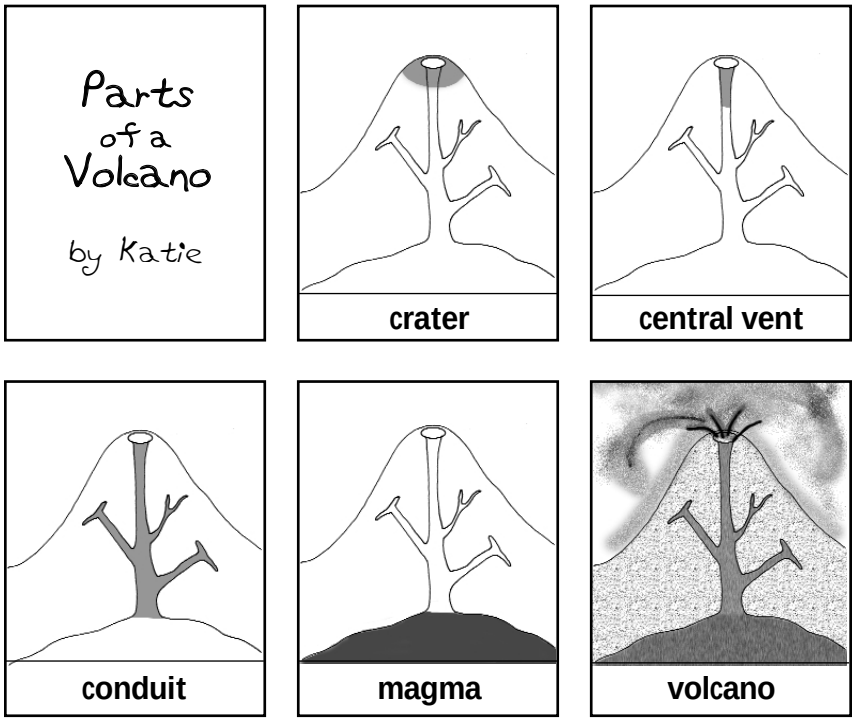
- A Japanese teacher rarely asks one student to answer a question. The teacher usually asks the entire class or a small group a question. Students stand up, then answer in unison.

Parts of a Volcano

In this activity, students create a booklet identifying the parts of a volcano.

Before class, make three copies of the Parts of a Volcano activity sheet for each student and three copies for yourself.

Use your copies to prepare one model "Parts of a Volcano" booklet. Each page of the booklet is labeled as a different "part," and on each page, only that particular part is colored. (For example, on the page labeled *magma*, only the magma should be colored.) The last page, *volcano*, can be colored in its entirety.



- **Primary Emphases**
  Identify Mt. Fuji and other mountains as volcanoes; identify parts of a volcano; follow a pattern
- **Subject Areas**
  Science & Social Studies
- **Materials Needed**
  Parts of a Volcano activity sheet (page 114); crayons, markers, or colored pencils; construction paper; brass brads or stapler
  Optional: Books and other materials about volcanoes; large U.S. map; red and black markers, or tape plus red and black construction paper
- **Student Grouping**
  Whole class, Small groups, or Individuals

You may want to check out some children's books describing volcanoes from your school or public library for students to look at during the project.

In class, introduce the concept of volcanoes. You may want to show students pictures, video clips, or Web sites of Mt. Fuji and other volcanoes. With older students, you can discuss the difference between *active volcanoes* (volcanoes that are currently erupting), *dormant volcanoes* ("sleeping" volcanoes, which are not currently erupting, but have erupted in the past and will probably erupt again in the future) and *extinct volcanoes* (volcanoes that have erupted in the past but will never erupt again).

Using the last page of your volcano booklet, point out each "part" (crater, central vent, conduit, and magma) of the volcano. Explain how *molten* (or melted) rock (called *magma*) sometimes escapes through the central *vent* of a volcano, causing an eruption. Once the magma is out of the volcano, it is

called *lava*, and it may spill out quietly, or pressure may force it to spout into the air. In some volcanoes, the eruptions contain more than just lava. Certain kinds of magma produce gas bubbles, which then explode and force ash, cinders, and pieces of surface rock out of the vent.

As a class, individually, or in small groups, have students color and label separate pages for each "part" of a volcano. (You may want to provide a list of the terms on the board for students to copy. If you like, elaborate by providing an additional description or definition for each "part.") Have the students follow your model for each page, allowing them to creatively color the last page in its entirety and label it "volcano." Join the pages together in a booklet, using construction paper as the cover and brads or staples for "binding." Encourage students to name their booklets after volcanoes of the world (Mt. Fuji—Japan, Mt. Saint Helen's—Washington state, Mt. Etna—Italy, Mt. Krakatoa—Indonesia, Mt. Shasta—California).

Science & Geography Extension

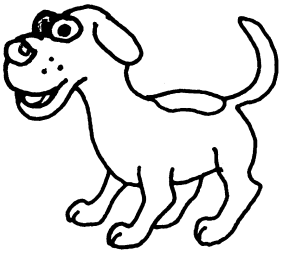
Using a large map, locate volcanoes in the United States. Mark active volcanoes with red triangles and inactive volcanoes with black triangles. Add the date of the last eruption for each volcano.

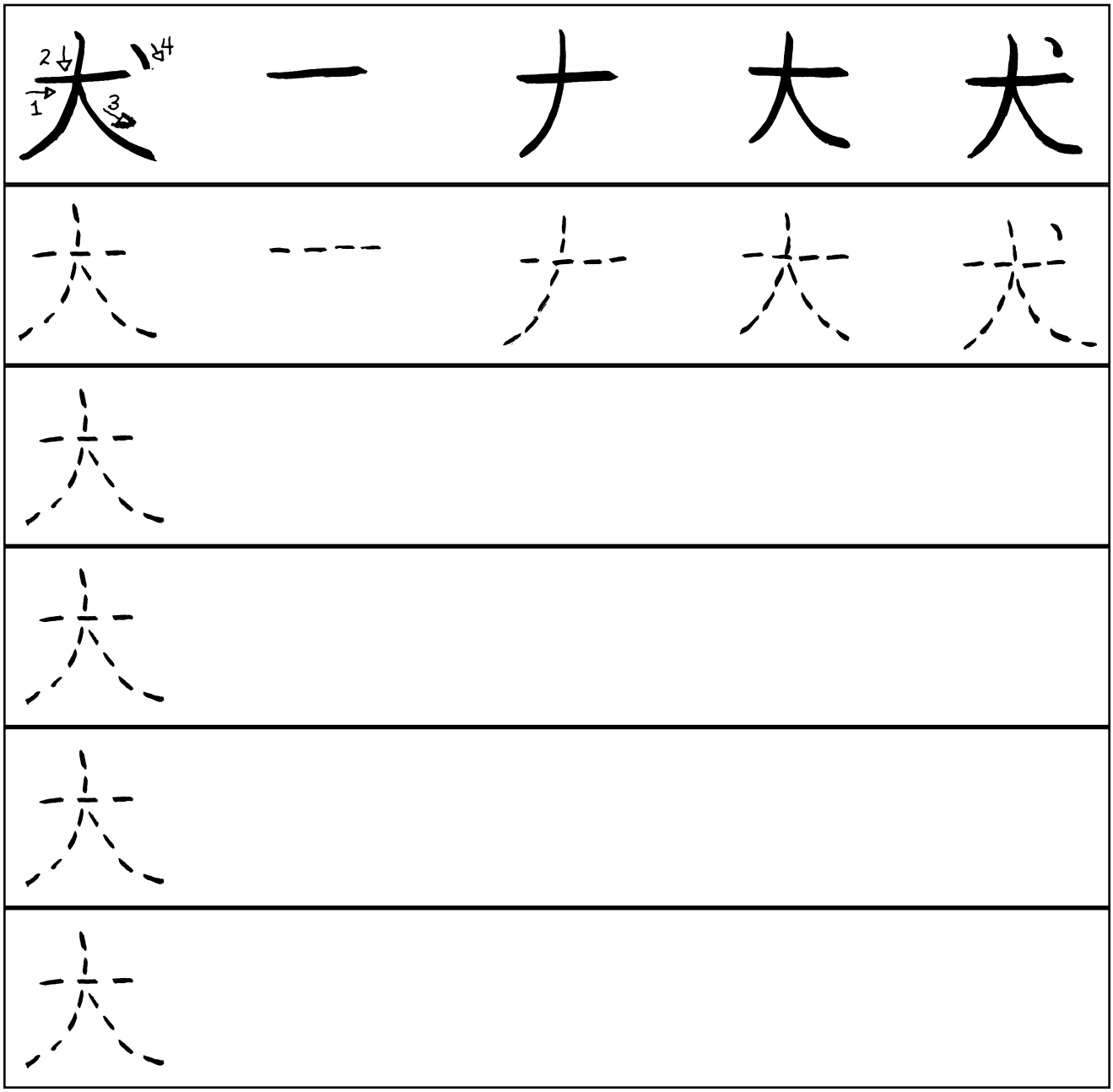
About Japan

Mt. Fuji is one of many volcanoes in the Japanese archipelago. Japan feels the effects of many geologic phenomena, including *tsunami* (tidal waves), earthquakes, and volcanic eruptions. From an early age, Japanese children are trained what to do in the case of a geologic emergency, and earthquake drills are a normal part of school life.

Dog Kanji

犬 **dog**





Use with the "Japanese Calligraphy" activity (page 94).

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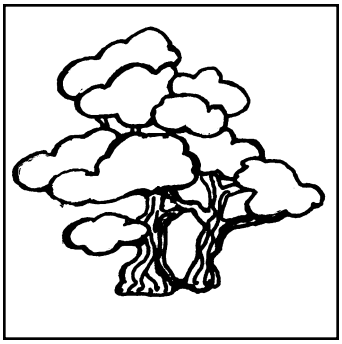
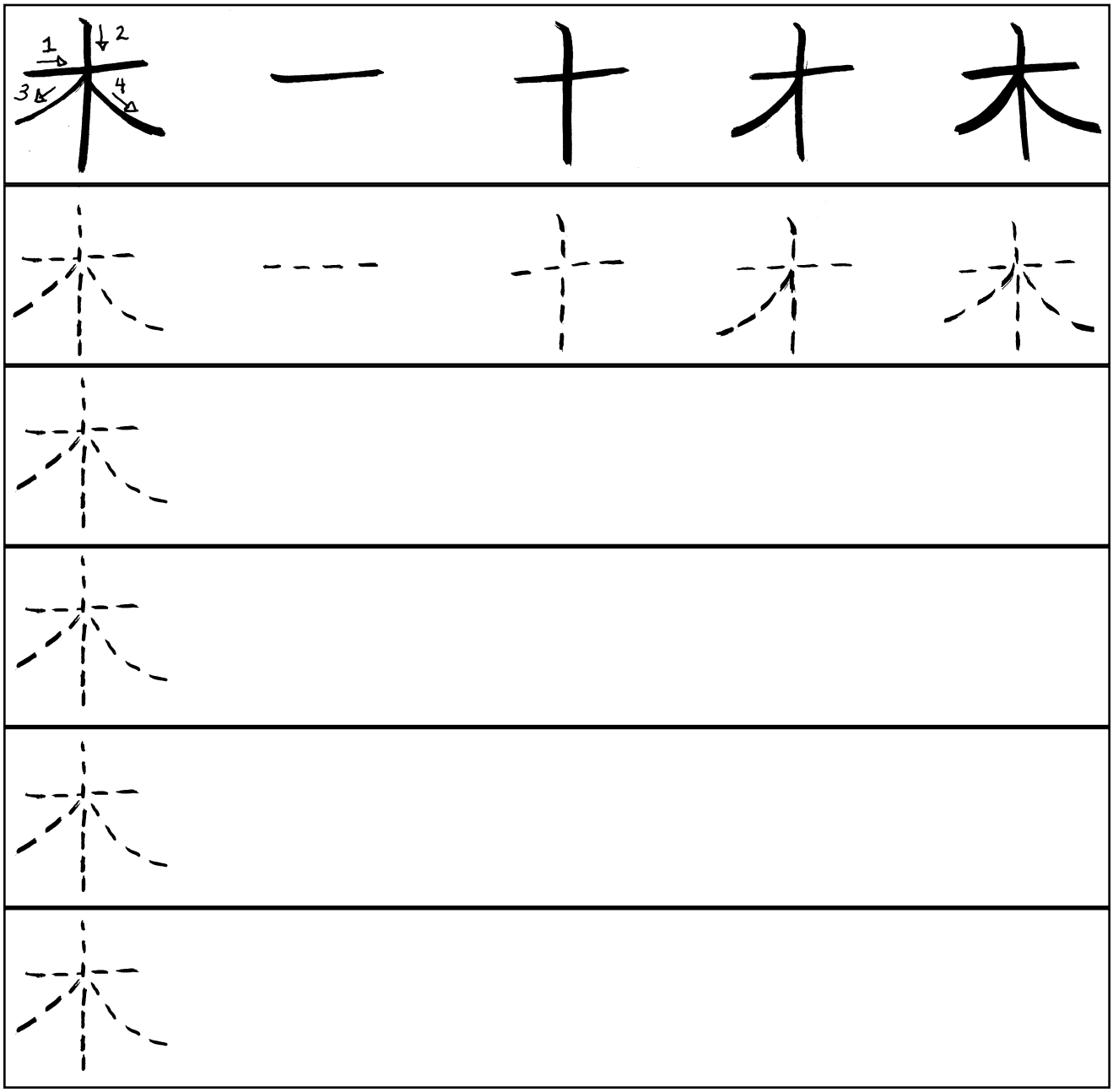
Tree Kanji

木 **tree**





Use with the "Japanese Calligraphy" activity (page 94).

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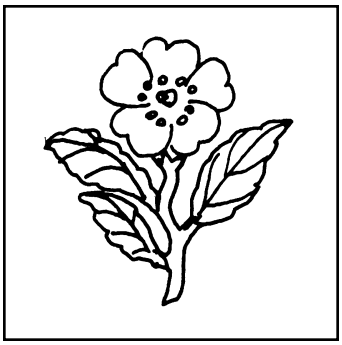
Flower Kanji

花 **flower**



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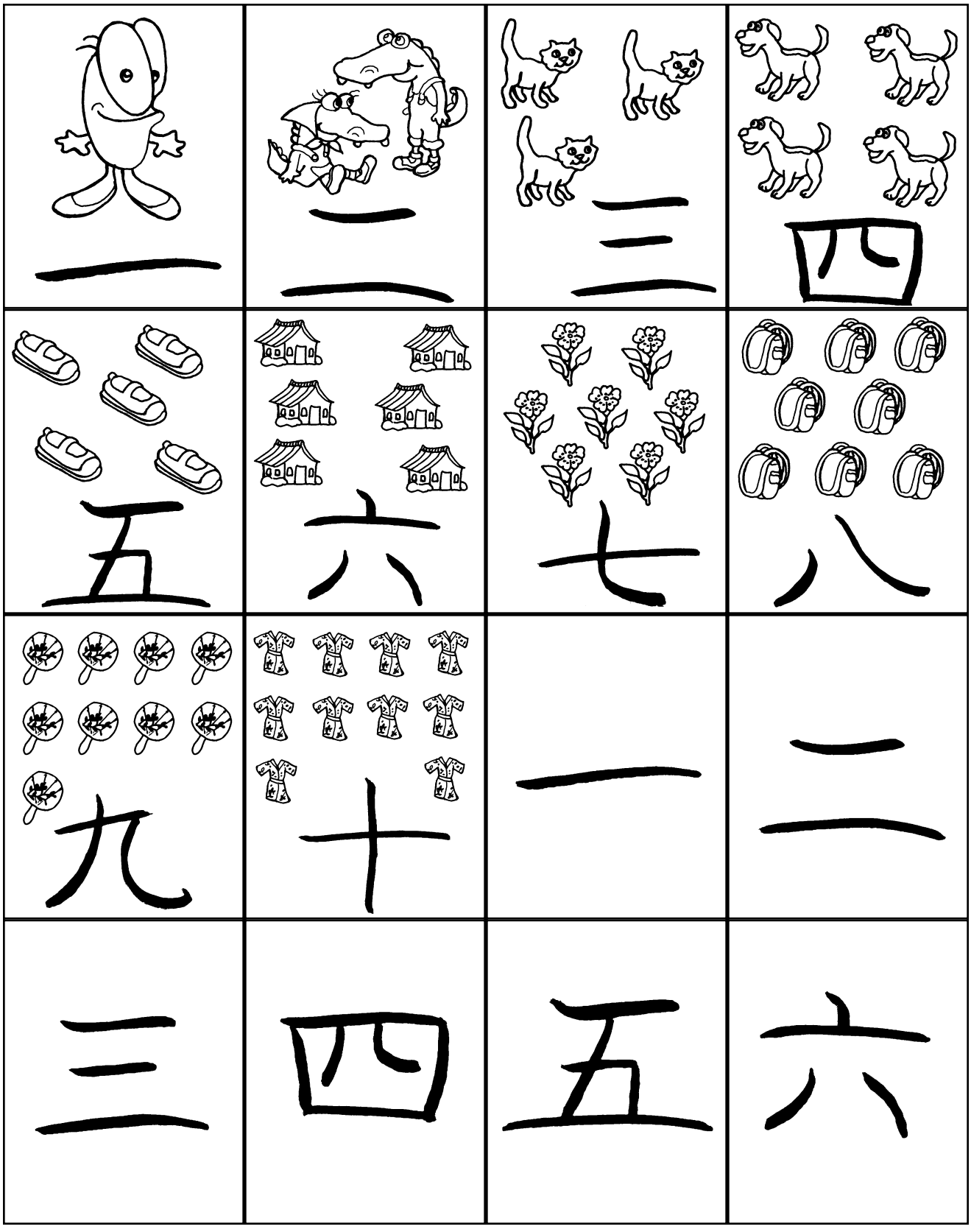
Number Cards

Page 1



Use with the "Kanji Concentration" activity (page 95).

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Number Cards

Page 2

七	八	九	十
1	2	3	4
5	6	7	8
9	10		

Use with the "Kanji Concentration" activity (page 95).

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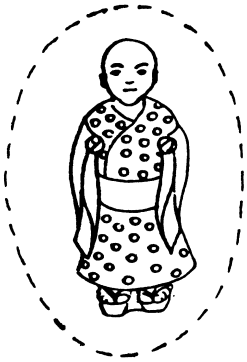
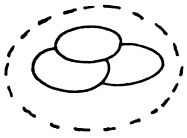
The Grateful Statues: Puppets & Props

Old Man

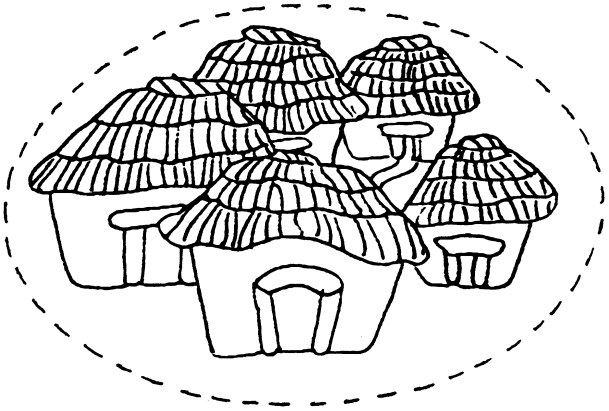
Old Woman



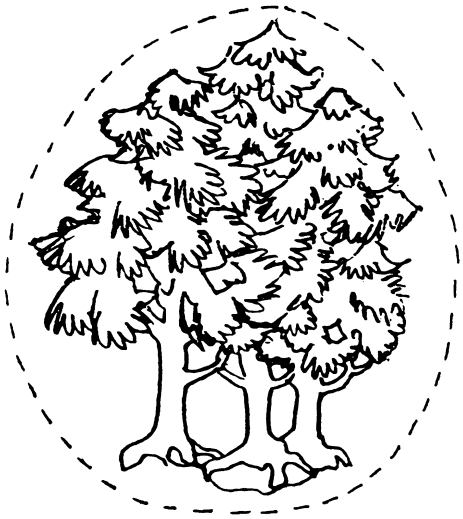
Jizo



Rice Cakes



Village



Forest

House

For the pieces of cloth, use small scraps of fabric or small pieces of construction paper.

Use with the "Grateful Statues" activity (page 96).

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The Grateful Statues: Script

Cast

Speaking Roles

- Narrator
- Old Man
- Old Woman
- 3 villagers
- 6 Jizo statues (*Jizo* are small, stone statues, known as protectors of children. Pronunciation: *gee-zo*—initial consonant as in ***g****entle;* the second syllable rhymes with *row*.)

Silent Roles

- Snowstorm (1 or more students)
- House (2 or more students)
- Trees (3 or more students)
- Village (3 or more students)

SETTING: *Tiny house in the woods outside a small village in Japan. The old man and old woman are sitting in front of their house. Five large pieces of cloth sit between them. (Two students can hold cardboard panels that represent the house. Other students can wear green shirts and cone-shaped construction paper hats to represent trees.)*

Narrator: Once upon a time, long ago in Japan, there lived an old man and an old woman. They were very poor.

Old Man: Tomorrow is New Year's day. Wouldn't it be wonderful to have a New Year's feast?

Old Woman: Oh yes! It would be so nice to eat some fresh, plump rice cakes.

Old Man: But we don't have any money for rice.

Old Woman: Why don't you take these pieces of cloth that I wove, bring them to the village, sell them, and buy some rice with the money?

Narrator: So the old man packed up the cloth and hiked through the woods to the village.

(The old man puts on a jacket and picks up all five pieces of cloth. He starts walking in and out of the trees. House students quietly walk off stage left, and Village students enter stage right.)

****

SETTING: *Village. Several students are holding cardboard panels representing different stores and houses. Old man sits on the ground and sets down his cloth.*

Old Man *(enthusiastically)***:** Cloth for sale! Nicely woven cloth for sale! Do you want to buy a piece of cloth?

Use with the "Grateful Statues" activity (page 96).

Villager #1: Oh! Hmmmm, it is very well made. But I am busy buying food for our New Year's meal. No cloth for me today. Thank you. *(Villager #1 rushes on by.)*

Old Man *(still enthusiastic)***:** Cloth for sale! Beautiful cloth! *(Villager #2 walks by, stops, and feels the cloth.)*

Villager #2: This cloth is not quite the color I'm looking for. I'm sorry, but I don't think I'll get any. Happy New Year! *(Villager #2 waves and walks off.)*

Old Man *(getting discouraged)***:** Beautifully woven cloth! Just in time for New Year's. *(Villager #3 walks nearby and Old Man waves at him or her to come closer.)* Buy your cloth!

Villager #3: Cloth? I don't have money for cloth! I must buy fresh rice cakes for our New Year's Feast. *(Villager #3 hurries away.)*

Narrator: The old man didn't sell any cloth. He was very sad, but he packed up his things and started walking home.

(The old man picks up the cloth and starts walking. Village students quietly walk off stage, and Tree, Jizo, and House students enter. The trees are closest to the Old Man, the house is farthest away, and the Jizo are in between.)

****

SETTING: *Woods near the House. The Old Man is walking back through the trees toward the house.*

Narrator: Suddenly, it started to snow! *(Snowstorm student throws snowflakes.)*

Old Man: Brrrrrr—it is getting cold! *(The Old Man keeps walking and sees a row of six statues. Their heads and shoulders are covered with snow.)*

Narrator: The old man came upon some stone statues. These statues are called Jizo, and represent the protector of children.

Old Man: Oh, no! Look at the poor Jizo! They must be so cold. *(He brushes the snow off their heads and shoulders, then stands looking at them for a moment.)* Oh! I have an idea! *(The old man takes his cloth and carefully wraps one piece around each statue. When he gets to the last statue, he has no more cloth. So he takes off his own jacket and puts it on the statue.)* It is very cold, but now the Jizo are warm! They must be happy. Looking at the Jizo makes me feel warm and happy, too!

(The old man keeps walking and reaches his home where the old woman is sitting in the doorway. The old woman jumps up).

Old Woman: Oh my! You are so wet, you must be cold! Where is your jacket?

Narrator: The old man told her the story of his day. *(Old man mimes talking to the old woman.)*

Old Woman: You did a good deed! Never mind about the rice cakes. We will eat porridge and think about the happy Jizo as we celebrate the New Year!

Use with the "Grateful Statues" activity (page 96).

Narrator: Soon the old man and old woman went to bed by the fire. Just before dawn, strange noises woke them.

(The Jizo are walking single file toward the house. Two are carrying a large basket. The others may carry other gifts—such as food or clothing—if desired.)

6 Jizo *(chanting)*: With a yo-ho-ho,
and a big heave-ho,
We carry you gifts,
through the snow.

(The Jizo place their gifts on the doorstep. All the Jizo then turn and walk single file away from the house.)

6 Jizo *(chanting)*: With a yo-ho-ho,
and a big heave-ho,
We carry you gifts,
through the snow.

(The Jizo stop somewhere in the trees, line up, and face the house. The old man and old woman peek out of their house).

Old Woman: Oh my! What a beautiful basket. *(She begins to open the gift.)*

Old Man: Look! Fresh, nice rice cakes! Just in time for New Year's.

Old Woman: You kept the Jizo warm, and now they are thanking you with this gift. And there is enough to share with our neighbors, too!

Narrator: The old man and old woman celebrated a very special New Year's eating and sharing the wonderful rice cakes and other treats brought by the stone Jizo.

Use with the "Grateful Statues" activity (page 96).

If I Went to School in Japan...

If I went to school in Japan, I would wear a uniform.

If I went to school in Japan, I would take off my shoes outside the classroom.

If I went to school in Japan, I would bow to the teacher.

If I went to school in Japan, I would call my teacher "Sensei."

If I went to school in Japan, I might eat rice, cold meat, cooked vegetables, and Japanese pickles for lunch.

If I went to school in Japan, I would help keep the classroom clean throughout the day.

Use with the "Japanese School Day" activity (page 100).

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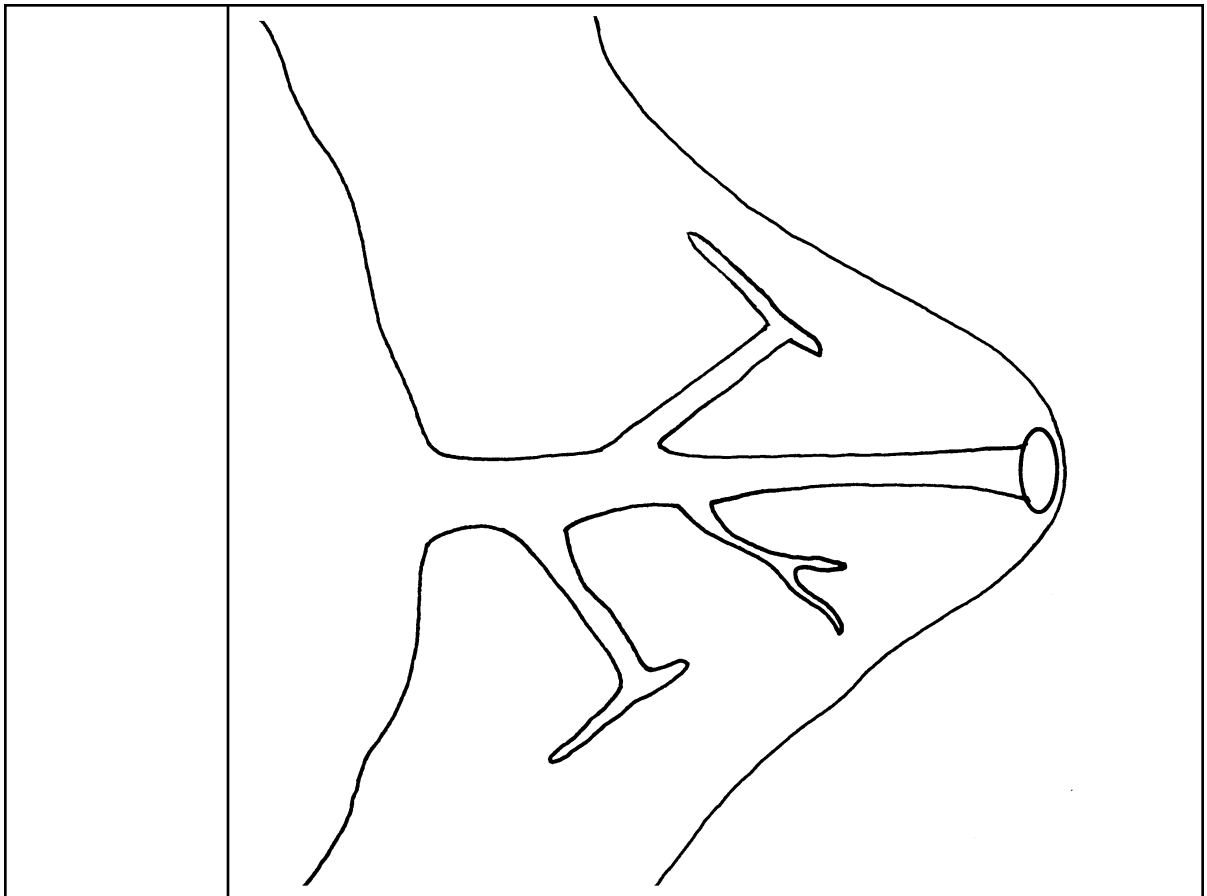
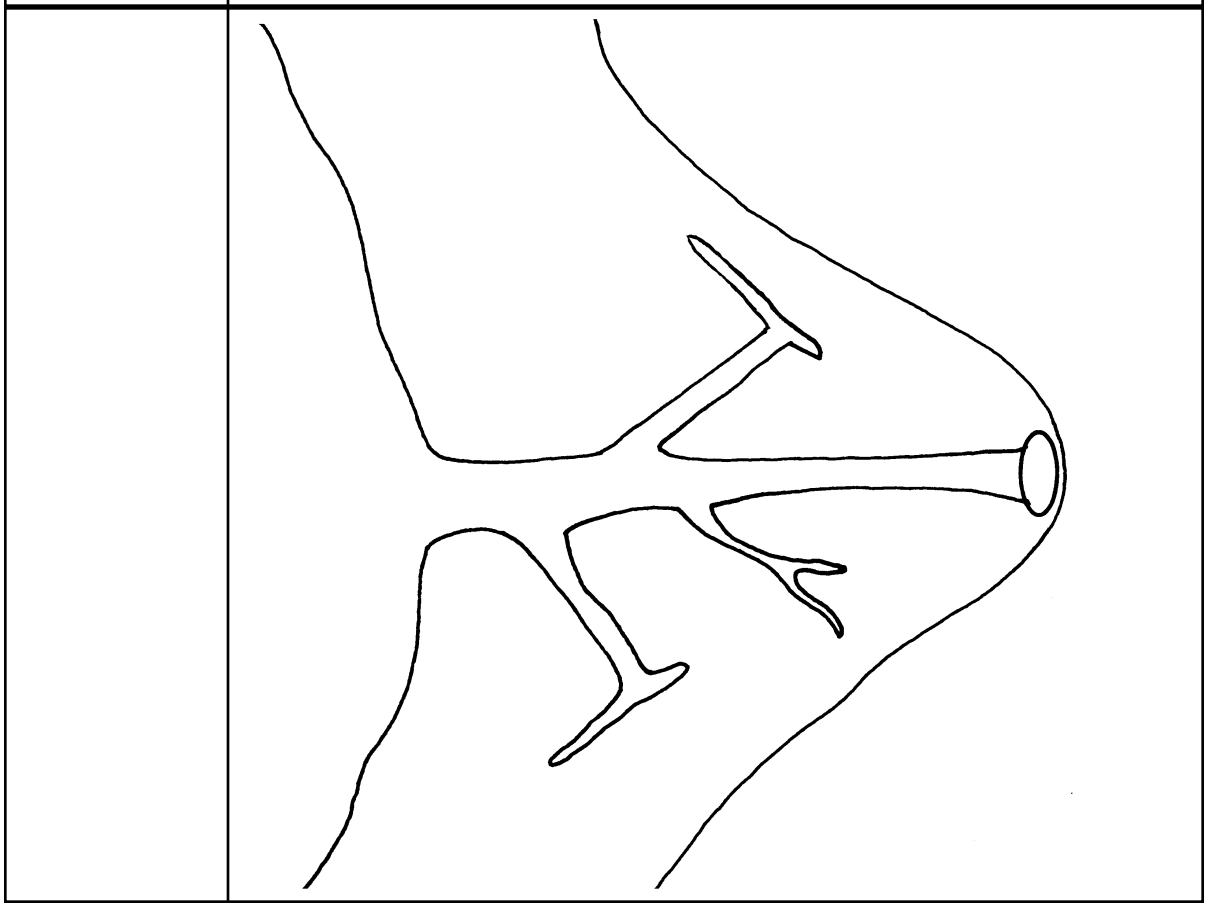
Parts of a Volcano





Use with the "Parts of a Volcano" activity (page 102).

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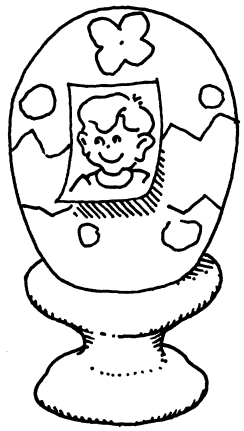
Classroom Activities: Russia

Decorate a Fabergé Egg

- **Primary Emphases**
  Learn about Russian culture through its art; practice creating patterns
- **Subject Areas**
  Art & Social Studies
- **Materials Needed**
  Egg Outline student activity sheet (page 126); scissors; crayons; glue; glitter; plastic "jewels" and "pearls"; sequins; metallic rick-rack; small photo of each student
  Optional: Paper cups or other small containers
- **Student Grouping**
  Small groups or Individuals

In this activity, students decorate an "egg" in the style of Fabergé's Imperial Russian Easter Eggs. To view some examples of Fabergé's work, see *Peter Carl Fabergé: His Life and Work* by Henry Charles Bainbridge, or look on the Internet by entering "Faberge egg" as a search term.

Photocopy the Egg Outline student activity sheet onto heavy paper. You may want to set up several stations around your classroom and stock them with an assortment of glitter, "jewels," "pearls," sequins, metallic rick-rack, and other decorative items. (Or, allow students to fill paper cups with supplies and work individually.)



Explain to students that people all over the world often give gifts of ornaments. (Information about Fabergé ornaments and jewelry is included in the *About Russia* section, page 116.) Ask your students if they have given or received ornaments as gifts.

Distribute the Egg Outline sheets and small photographs to the class. Have students cut out the egg shape and glue their photo onto the center of the egg. Invite students to use crayons to color the egg's background, then paste on the jewel supplies. Encourage students to decorate the eggs with a pattern. For example, create a stripe with alternating red and blue sequins. After the eggs are decorated, set aside to dry.

Extensions:

- Give each student a Styrofoam egg (or have them make egg shapes out of craft clay) and supply paints for the background colors. When dry, students can decorate their Fabergé eggs with an assortment of sequins, glitter, rick-rack, and so on.
- Make large papier-mâché eggs. Cover an oval-shaped balloon with papier-mâché, then set it aside to dry. Older students might hinge their eggs so that they can decorate the inside and insert a "treasure." (Make the hinge by cutting the egg open and attaching a strip of masking tape horizontally along a section of the seam.) Have students paint the eggs a background color, then decorate as described for the other activity options.

- Students can make a display stand for the Styrofoam, clay, or papier-mâché eggs by cutting heavy cardboard into a ring, or by shaping clay into a more fanciful pedestal.

About Russia: During the 19th century, Peter Carl Fabergé, a St. Petersburg jeweler of French origin, created beautiful ornaments for Tsar Nicholas II, who gave them as gifts to his family. Fabergé was known for his spectacular ornaments and jewelry. Surprises were contained inside the Imperial Russian Easter Eggs that he made for the Tsars. The surprise might be a jeweled miniature of a coach, a small easel, or a miniature garden.

Catch the Runaway Bun

Students play a chasing game while acting out a Russian folktale.

- **Primary Emphases**
  Use large motor skills; follow rules; take turns
- **Subject Areas**
  Physical Education & Language Arts
- **Materials Needed**
  None.
  Optional: The story of the runaway bun can be found in *Nursery Tales Around the World* selected and retold by Judy Sierra, *Tales from Central Russia* by James Riordan, or *Russian Fairy Tales* collected by Aleksandr Afanas'ev
- **Student Grouping**
  Whole class

Before you begin the more active part of this lesson, ask your students if they know the story of *The Gingerbread Man*. Encourage them to share it with the class. Tell students that runaway food tales can be found in the United States, Norway, and Russia. In the United States the story stars a gingerbread man, in Norway a runaway pancake, and in Russia, a bun. Have any of your students heard the Russian or Norwegian versions? (If they are not familiar with the story, you may want to read *The Gingerbread Man* or *The Runaway Bun* to the class.)

Story synopsis: A freshly baked bun comes to life after the grandmother sets it on a windowsill to cool. It runs away from the grandmother and grandfather, then encounters a series of animals. The bun sings its boisterous song to each animal, then succeeds in running away before the animal can eat it. In the end, a fox tricks the bun by complimenting its song and asking the bun to sing it again, this time while perched on the fox's nose. The fox snatches the bun and eats it.

Tell students that they are going to act out this story. But first, they need to learn the Runaway Bun's song. Write the refrain on the board and have students practice reciting it. (Use any sing-song melody.)

"I'm a bun, I'm a bun
I ran away from the grandparents
I ran away from the rabbits
And I will run away from you!"

(as the buns meet each new animal—rabbits, wolves, bears, and foxes—add that animal to the end of the refrain)

Take your students to a large play space (for example, a soccer field or a gymnasium). Divide the class into small groups and assign a role to each. As the "buns" encounter each new animal, the game gets progressively more difficult. The following example is for a class of 25 students:

Buns	10 students	(The largest group)
Rabbits	2 students	(The smallest group of students)
Wolves	3 students	(Slightly more students than the rabbits, but less than the bears)
Bears	4 students	(Slightly more students than the wolves, but less than the foxes)
Foxes	6 students	(Slightly more students than the bears, but less than the buns)

Mark off a "safe area" at both ends of the play space. Students should wait on the sidelines for their turn to enter the story game. Explain the rules, then start the game by acting as the story's grandparent and placing the "freshly baked" buns in the safe area "to cool." (Direct the buns to crouch on the ground.) The buns come to life (slowly stand up and stretch). Then, they begin to skip away. You should shout "Come back, buns!" and slowly hobble after them, pretending to chase the buns as they skip to the safe area at the other end of the play space.

When all the buns have reached the safe area, the rabbits leave the sidelines and stand close to the buns (but not inside the safe area). The buns sing their song. When they finish the song's last line, they should run across the play space, trying to reach the opposite safe area. If a rabbit tags a bun, the bun must leave the game. When the last bun has either reached the safe area or been tagged, the rabbits go to the sidelines and the wolves enter the game. (Repeat the song and chase with the wolves, then bears, then foxes.)

At the end of the game, you may want to have students switch roles so everyone has a turn chasing and being chased.

Extension:

Share other Russian folktales with students. You can read them aloud or display them for students to enjoy independently. Here are a few to try:

Knock, Knock Teremok! by Katya Arnold

Baba Yaga by Katya Arnold

Baba Yaga and the Little Girl by Katya Arnold

Baba Yaga and Vasilisa the Brave by Marianna Mayer

The Little Clay Hut: Russian folk tales about animals (drawings by Evgeny Rachev; Progress Publishers Moscow © 1975; no author given)

Bony Legs by Joanna Cole

The Frog Princess by J. Patrick Lewis

Count with Nesting Dolls

In this activity, students practice counting in Russian using *matryoshka* (nesting) dolls. The dolls can also be used to help students learn about family generations and practice comparisons such as "big, bigger, biggest."

- **Primary Emphases**
  Practice counting in Russian; discuss family relationships
- **Subject Areas**
  Math, Foreign Language, & Social Studies
- **Materials Needed**
  Crayons; nesting dolls (printed from the Russian Arts & Crafts activity in *Travel the World with Timmy Deluxe*); scissors; tape; Nesting Doll Stands student activity sheets (page 127–128)
- **Student Grouping**
  Pairs or Individuals

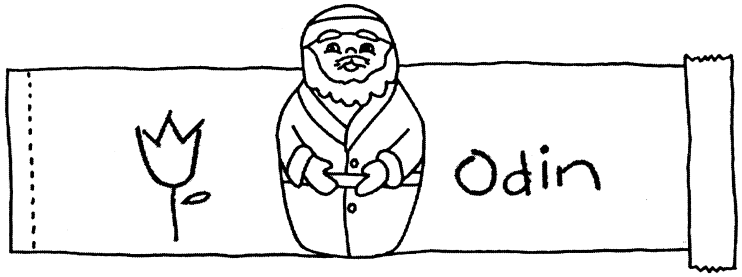
To prepare, make photocopies of the Nesting Doll Stands student activity sheets. You will also need a copy of the paper nesting dolls (from the software's Russian Arts & Crafts activity) for each student. From Timmy's Balloon, click , then choose . You can:

- print the black-and-white versions from the software, then make photocopies and have students color the dolls with crayons, or
- (if you have a color printer and more time) students can color the dolls on the computer, then print them.

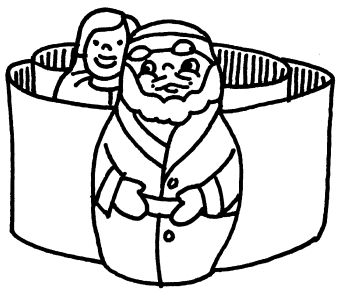
See page 21 for printing instructions.

After the students have colored and cut out their dolls, distribute the Nesting Doll Stands student activity sheets. Ask students to carefully label the strips with the corresponding Russian number words:

One	*Odin*
Two	*Dva*
Three	*Tri*
Four	*Chetire*
Five	*Pyaht*
Six	*Shest*



Allow students to color the strips or decorate them with drawings, then cut them out. Match up the dolls and strips (largest doll with the largest strip), then demonstrate how to tape the doll to the center of the strip (covering the numeral) and tape the ends of the strip together, forming a ring. The ends should overlap about half an inch.



Have students work in pairs to nest the dolls and practice counting aloud in Russian. When all of the dolls are stacked together, how many dolls do you see? (One) *Odin*. Lift the outside doll off. Now how many do you see? (Two) *Dva*. Repeat for the remaining dolls.

To hear the numbers pronounced by a native Russian speaker, go to Timmy's Balloon in *Travel the World with Timmy Deluxe*. Click , choose

, then click on a number (0 to 10).

Extensions

- The nesting dolls can also be used to discuss family relationships. If desired, have students label the dolls with Russian family names:

Grandfather	*Dedoushka*
Grandmother	*Babouska*
Father	*Atyets*
Mother	*Mat*
Sister	*Sestra*
Brother	*Brat*

- Strengthen English vocabulary by using the nesting dolls to teach students about comparisons (big/small or old/young).

Your Name in Russia

Students learn about a Russian naming system and make Russian versions of their own names.

- **Primary Emphases**
  Appreciate similarities and differences between cultures
- **Subject Areas**
  Language Arts, Foreign Language, & Social Studies
- **Materials Needed**
  Paper; pencils
- **Student Grouping**
  Whole class

Start a discussion with your students about names. If your class has conducted the *Choosing a Name the Swahili Way* activity (page 64), discuss what they learned about how their own names were chosen.

Explain that in Russia, a person might have three versions of a first name:

1. Traditionally, children were given first names in honor of Russian Orthodox saints. This meant that many people would have the same given name. Ask if any of your students are named after a saint, an older relative, or another person their parents admired.

2. Like Americans, Russians can make nicknames that shorten a person's given name, or that are based on a person's traits. (For example, in the United States we might give someone with red hair the nickname of "Red.") Do any of your students have a nickname? How did they get the nickname? How do your students know when to call people by their first name or their nickname? In Russia, only family or close friends would call a person by her nickname.

3. In Russia, people also have a formal version of their name. A second name (based on the father's name) is added. This name is called a patronymic (pa-TREH-nim-ick). The patronymic is formed by adding a suffix to the father's name. The suffix is either *-ovna*, meaning "daughter of" or *-ovich*, meaning "son of."(For example, if Yuri's father is named Vladimir, the formal version of his name would be Yuri Vladimirovich.) In the United States, if you had just met a man named Yuri Vladimirovich Surikov, you would probably call him "Mr. Surikov." However, in Russia, you would call him Yuri Vladimirovich (Yuri, son of Vladimir). Ask your students if they can think of examples when they might call adults by their last or first names.

Ask students to imagine that they live in Russia and have three versions of their names. Demonstrate how the name variations are made by using yourself as an example. At the board, label four columns as shown below. If you are female, be sure to give another example using male names; if you are male, give a female example as well.

Examples of Name Variations

First Name	Nickname	Father's Name	with Patronymic
Alexander	Sasha	Vladimir	Alexander Vladimirovich
Olga	Olya	Vladimir	Olga Vladimirovna
Kenneth	Kenny	Malcolm	Kenneth Malcolmovich
Imani	—	Malcolm	Imani Malcolmovna
Miguel	Miguelito	David	Miguel Davidovich
Gabriela	Gabi	David	Gabriela Davidovna

Ask students to write down their own first names, nicknames (if they have one), and patronymics. Have the students practice calling each other by their Russian names throughout the day.

Extensions

- Have students write out Russian name variations for all of their family members. Be sure they use their paternal grandfather's name for their father's patronymic and their maternal grandfather's name for their mother's patronymic.
- Include Russian variations of the last name, as well. In Russia, females add an "a" to their last names. For example, siblings might be named Olga Surikova and Alexander Surikov.

Plant and Animal Riddles

In this activity, students learn about the climate, vegetation, and animals in three Russian regions.

Photocopy the Region Cards, Animal Cards, and Plant Cards student activity sheets for each student. If your students are readers, also photocopy the Guess Who! student activity sheet.

Distribute the student activity sheets and large sheets of paper to the class. Discuss the regional maps and descriptions with the class. How does your local climate compare to the tundra, taiga, and steppes? Allow students to color the maps, Animal Cards, and Plant Cards.

Next, ask students to cut the maps and cards apart. Guide students in labeling each of the three large sheets of paper with a region name, then pasting the map and description to the appropriate sheet of paper.

Depending on your students' reading level, you can read the riddles to the class or have the students read some of the riddles themselves. Alternately, you can skip the riddle challenge and simply lead the class in matching the animal and plant pictures to the appropriate regions.

Have students paste the animal and plant cards (with or without the matching riddles) to the appropriate region pages.

- **Primary Emphases**
  Learn about the climate, vegetation, and animals in three Russian regions; solve riddles
- **Subject Areas**
  Science & Social Studies
- **Materials Needed**
  Region Cards, Animal Cards, Plant Cards, and Guess Who! student activity sheets (pages 129–132); scissors; glue; crayons or colored markers; large sheets of paper (3 sheets per student)
- **Student Grouping**
  Whole class and Individuals

A Russian Meal

In this activity, students learn about Russian food and culture by helping to prepare a meal. **Tip:** The *Eating in Japan* section (pages 98–99) suggests activities that can also be completed with the Russian cooking projects.

Before sharing this activity (or other food-related projects) with your class, find out about any food allergies your students might have.

- **Primary Emphases**
  Appreciate similarities and differences across cultures; follow a recipe; develop a taste for new flavors
- **Subject Areas**
  Home Economics & Social Studies
- **Materials Needed**
  Ingredients and kitchen utensils for each dish (as indicated below); plates; napkins; utensils; hot plate; access to an oven
- **Student Grouping**
  Whole class or Small groups

Blinchiki with chicken filling

You may want to prepare the chicken filling and blinchiki wrappers ahead of time. In class, students can fill the blinchiki before an adult fries them. The following recipe makes about 20 blinchiki.

Chicken Filling

You will need:

- 2 Tbs. vegetable oil
- 1 cup chopped onion
- 1 1/2 pounds cooked chicken
- 2 Tbs. chicken broth
- 2 Tbs. sour cream
- salt and pepper to taste

Grind the cooked chicken using a food processor or blender. (Or, purchase pre-ground chicken or turkey.) Heat the oil in a skillet over medium heat. Add the onions. Cook about 15 minutes until deep brown, stirring as needed. Mix the onion with the other ingredients in a large bowl.

Blinchiki

You will need:

- pancake batter (very thin)
- butter
- cooking oil

Preparation: Prepare a packaged pancake batter, using extra liquid so that the mixture is very thin. Heat a small non-stick skillet over medium heat. When it's hot, brush it with melted butter.

Pour about 2 1/2 Tbs. of batter into the skillet. Spread the batter over the bottom of the pan. Fry until golden, about 1 minute. Turn and fry on the other side for about 10 seconds. Remove and set aside. Repeat until you have used up the batter.

Fill and fry: Place one blinchiki on a flat surface. Place 2 Tbs. of filling in the center. Fold up the blinchiki to make a small pocket. First, fold the closest edge over the filling. Next, fold the two outside edges in toward the center (they should overlap slightly), then fold the remaining edge on top. Set aside. Repeat with the remaining blinchiki.

Heat the oil in a larger skillet over medium heat. Fit as many blinchiki in the skillet as possible. Fry them on both sides until golden brown. Repeat until all of the blinchiki are cooked.

Apple Charlotte

This dessert is considered a classic. The ingredients are always in a Russian home. Makes 16-20 small servings.

You will need:

- 1/2 cup butter
- 4 cups unseasoned bread crumbs
- 1 cup sugar
- 4 cups of cooked apple slices

Butter a 9-inch baking pan. Sprinkle the bottom of the pan with bread crumbs. Preheat oven to 350°F.

Melt butter in a skillet over medium heat. Add the bread crumbs and mix well. Stir until the bread crumbs are evenly brown. Reduce the heat to low. Add 1/4 cup sugar. Mix well. Cook for 2 minutes. Set aside.

Put the cooked apples in a mixing bowl. Add remaining sugar to taste. Mix well.

Alternate layers of apples and crumbs, ending with a layer of crumbs. Place a piece of buttered waxed paper over the top of the pan. Bake until golden brown, about 20 minutes.

Serve warm or cold. Delicious with ice cream or whipped cream.

About Russia: Because of Russia's size and geographic location, there are extreme climatic conditions that influence what grows well in different regions. For example, in the northern part of Russia, where the weather is cold, crops such as beets and cabbage grow well. In the south, in the region near the Black Sea, the climate is warmer and there is more variety in the food that is grown—citrus fruits, corn, figs, beans, and herbs. The cattle here provide meat and dairy products. Over the centuries, Russia has been influenced by many different cultures, resulting in a rich, ethnically diverse cuisine.

Russians are very hospitable. If you are invited to dinner, the table will be spread with appetizers, followed by soup, breads, savory pies, a main course, and dessert. Some favorite Russian foods are listed on page 124.

Some Favorite Russian Foods

Main Courses

- *Kasha* (hot cereal; often found in whole foods stores)
- *Borscht* (beet soup)
- Cabbage soup
- *Kulebiaka* (savory oblong-shaped pie filled with meat or cabbage)
- Smoked fish
- Russian salad (cooked vegetable salad)
- Cucumbers in sour cream

Breads

- *Vatrushki* (like cheese Danish)
- *Pirozhki* (savory filled pastries)
- Black bread
- *Blini* (yeast-batter "pancake")

Desserts

- *Kissel* (Russian berry custard)
- *Kovrizhka* (honey cake)
- Fresh fruit
- *Pirog* (a large pie filled with fruit and sour cream); pirog can also have a savory filling

Peter and the Wolf

Students act out Sergei Prokofiev's musical fairy tale "Peter and the Wolf."

- **Primary Emphases**
  Appreciate folk stories from other cultures; explore artistic expression; enhance creativity
- **Subject Areas**
  Music, Creative Dramatics, & Social Studies
- **Materials Needed**
  Musical instruments (use available instruments or make your own, using the Our Orchestra student activity sheet, page 133); Peter and the Wolf Narration, pages 134–135. *Optional:* Costumes: outdoor jackets for Peter, Grandfather, and the hunters. Props: long rope. Scenery: tree with a large branch; garden wall; lake (draw on butcher paper and hang on the wall).
- **Student Grouping**
  Whole class

Part One: Musical Instruments

The following instruments are traditionally used to represent each character, but you can use any musical instruments that are available to the class or that the students create.

Peter	violin
Grandfather	bassoon
Sonia, the duck	oboe
Wolf	French horn
Ivan, the cat	clarinet
Sasha, the small bird	flute
Hunters	kettle drum

If students will be making instruments, construct them on one day, then discuss and perform the play on a following day. Suggestions for simple instruments using common materials are provided on the Our Orchestra student activity sheet.

Once the class has constructed or gathered the instruments, allow students time to experiment making sounds. Help students create a rhythmic sound; for example: two beats of the drum, three shakes of the maraca, and so on.

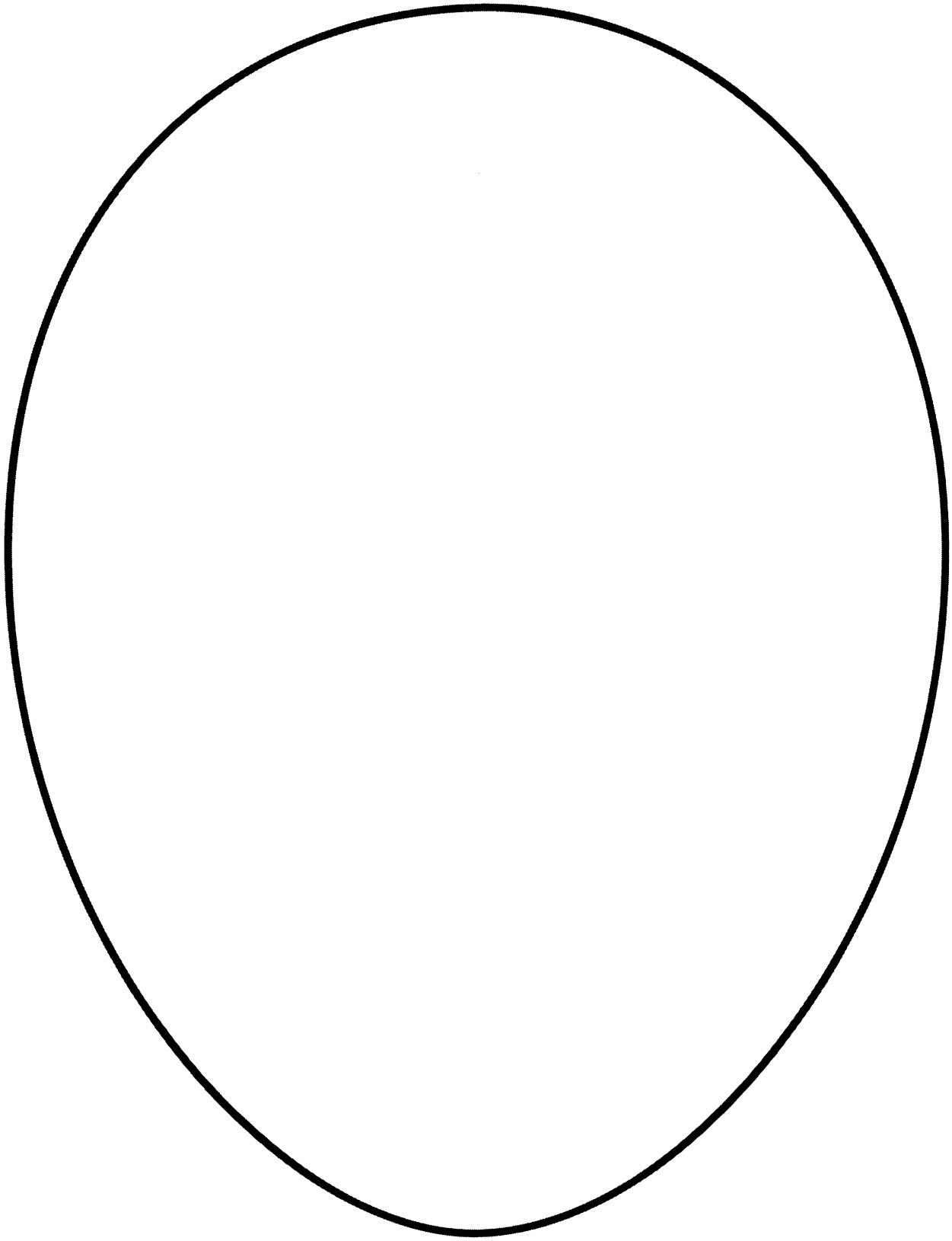
Part Two: The Performance

Start the activity with an exploration of sounds. Ask students to name some sounds that tell them something, for example: the ringing of a telephone, the sound of an alarm, rain splashing on a roof.

Read through the script, then discuss with the class which musical instrument should represent each character. Have students discuss why they think one sound works better than another for representing the different animals. Have students practice making their music on cue.

Ask students for volunteers to act out each part, while the remainder of the class plays in the orchestra. Help the actors memorize their short lines, or narrate the dialog for them. An abbreviated version of the play (Peter and the Wolf Narration) is provided.

Egg Outline



Use with the "Decorate a Fabergé Egg" activity (page 115).

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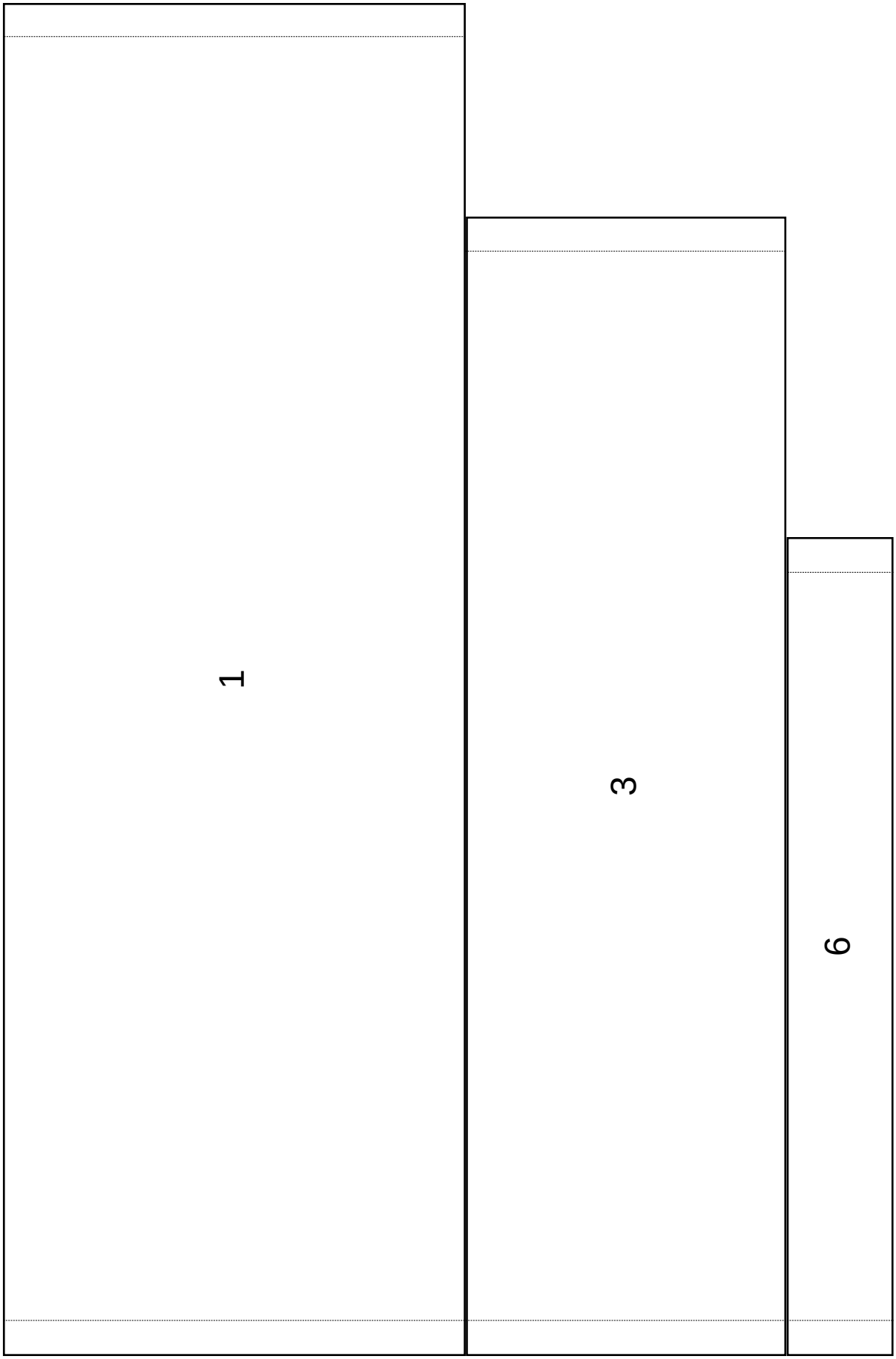
Nesting Doll Stands



Use with the "Count with Nesting Dolls" activity (page 118).

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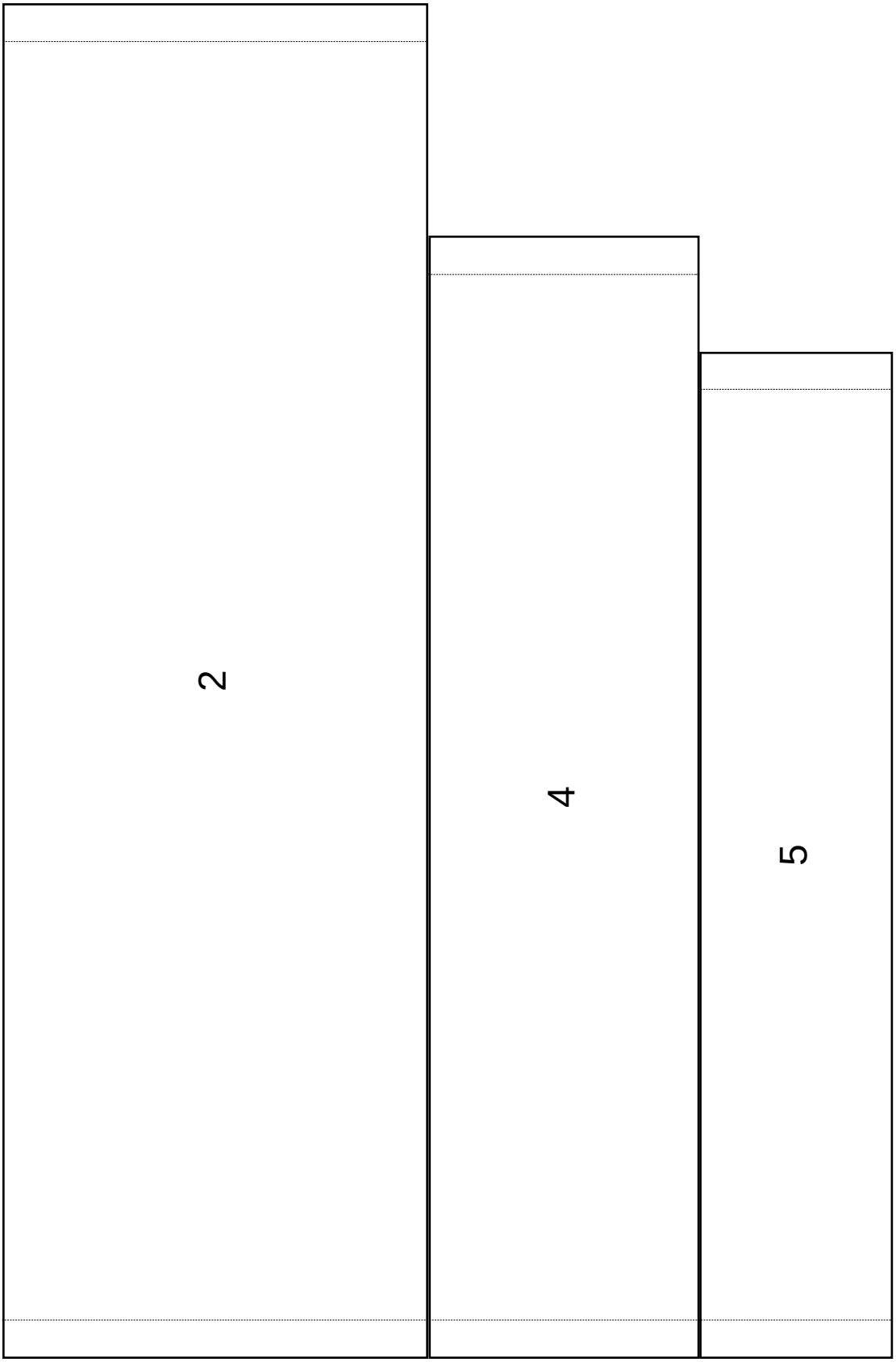
Nesting Doll Stands



Use with the "Count with Nesting Dolls" activity (page 118).

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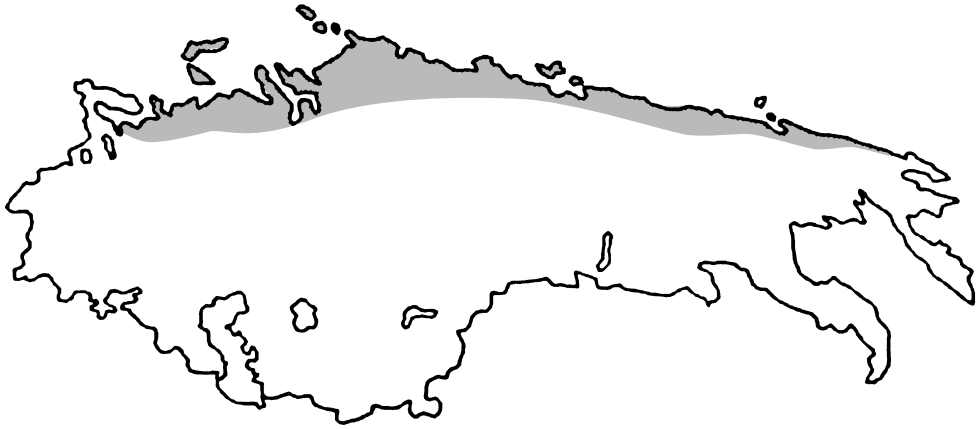
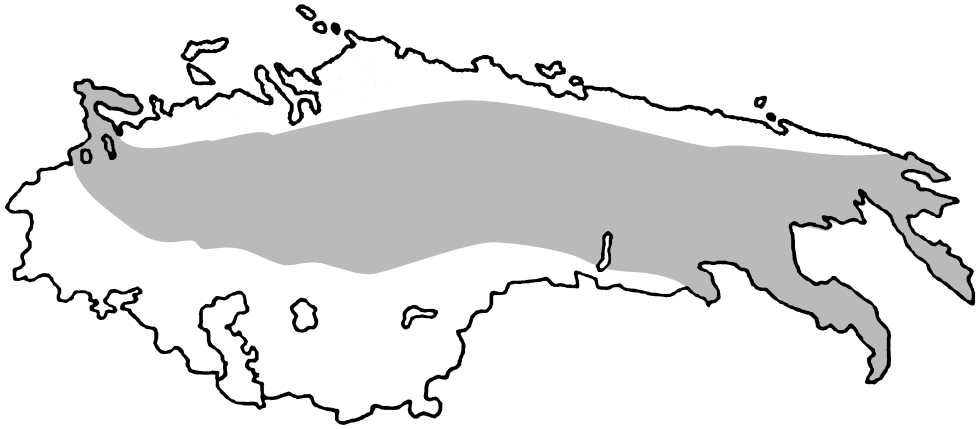
Region Cards

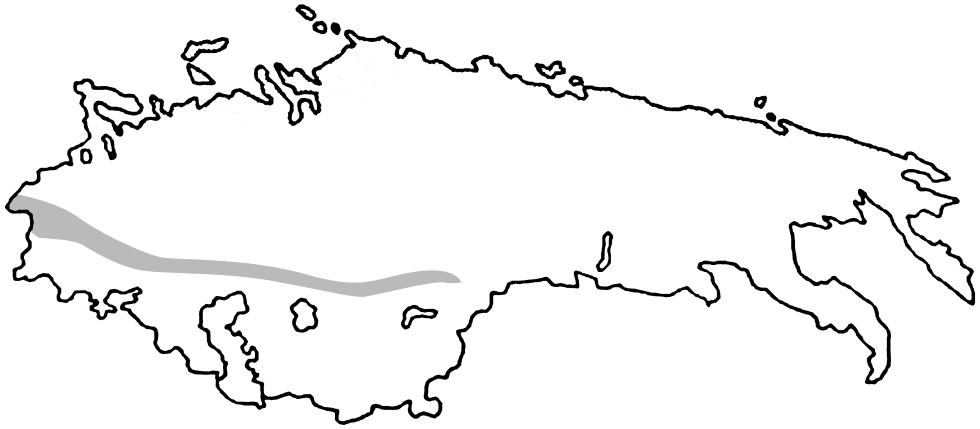
Tundra: The weather is very cold all year. To live here, plants and animals must have special protection against the cold and wind.



Taiga: The taiga is the largest forest in the world. It is about the same size as the United States. The winters are long and cold. The summers are short and cool.



Steppe: Russians grow many different foods and raise animals here. The summers are warm and the winters are cold.



Use with the "Plant and Animal Riddles" activity (page 121).

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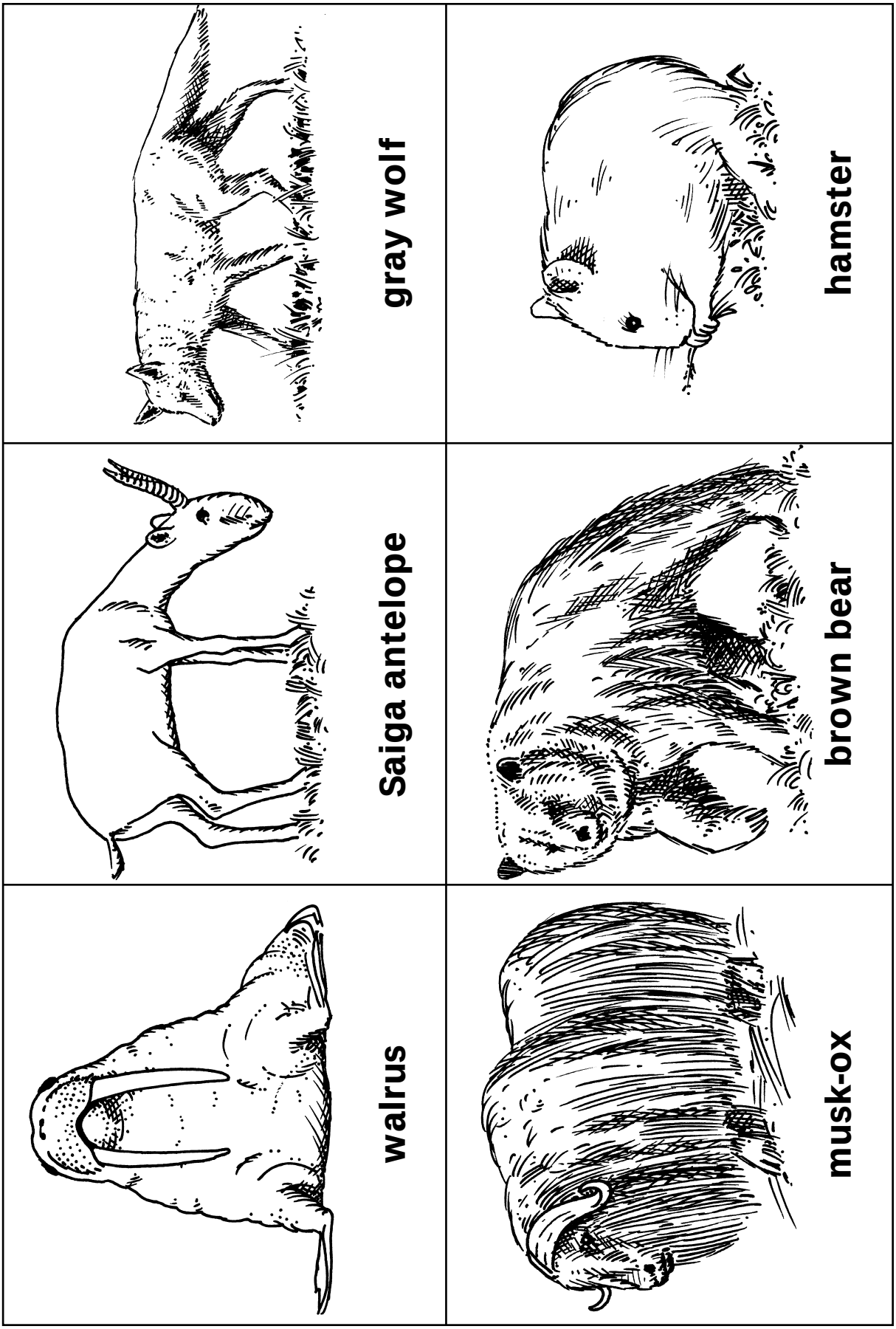
Animal Cards



Use with the "Plant and Animal Riddles" activity (page 121).

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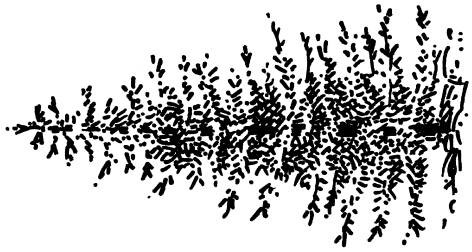
Plant Cards

Arctic poppy

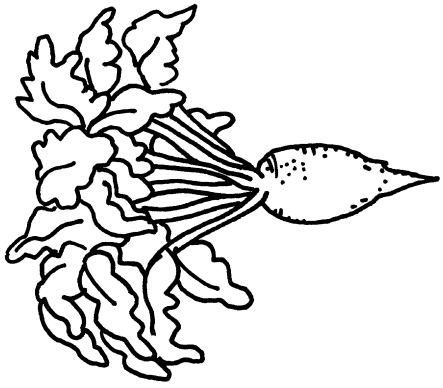
grass

moss

reindeer lichen



spruce tree



sugar beet

Use with the "Plant and Animal Riddles" activity (page 121).

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Guess Who!

1. **Tundra:** I have two teeth called tusks. I use them to find food. A thick layer of blubber keeps me warm. I live in the Arctic Ocean. Who am I?
2. **Tundra:** My shaggy coat keeps me warm. My head is protected by thick bone and horns that curve downward. I eat grasses, shrubs, and some flowers. Who am I?
3. **Tundra:** I grow very low to the ground. I have pretty flowers. I don't grow very tall because the wind would knock me over. Who am I?
4. **Tundra:** Reindeer love to eat me. You may have seen my relatives growing on rocks. Who am I?
5. **Taiga:** I like to eat plants, fruit, and insects. I dig a den and hibernate (sleep) through winter. Who am I?
6. **Taiga:** I belong to the dog family. I eat almost anything. Who am I?
7. **Taiga:** I have needles for leaves. I stay green all year long and can grow very tall. Who am I?
8. **Taiga:** I am green and grow on trees and rocks. I like to grow in moist areas. If you touch me, I feel soft like velvet. Who am I?
9. **Steppe:** Grass is one of my favorite foods. I have a huge nose, eyes that bulge out of my head, and ringed horns. Who am I?
10. **Steppe:** On the steppe, I can grow to be a foot long. To prepare for winter, I fill my home with potatoes, carrots, and other plants. Sometimes people keep me as a pet. Who am I?
11. **Steppe:** Rye, wheat, and buckwheat are some of my family members. Many animals like to eat me. Who am I?
12. **Steppe:** One of my relatives is used to make borscht. I am white. I am very sweet. People grow me instead of sugar cane. Who am I?

Answer Key

Instructions:

Fold the page to hide the answers, then photocopy the riddle texts for students' use.

1. Walrus
2. Musk-ox
3. Arctic poppy
4. Reindeer lichen
5. Brown bear
6. Gray wolf
7. Spruce tree
8. Moss
9. Saiga antelope
10. Hamster
11. Grass
12. Sugar beet

Use with the "Plant and Animal Riddles" activity (page 121).

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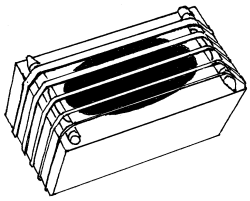
Our Orchestra

Tissue Box Guitar (suggested for Peter)



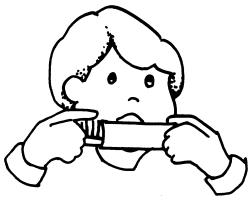
Take five rubber bands of different lengths and widths. Wrap them around an empty tissue box. Arrange the bands from lowest to highest pitch. (Generally, the narrower and tighter the rubber band, the higher the pitch.) Slide a crayon or short pencil under each end to support the "strings."

Pot Cover Cymbal (suggested for Grandfather)

Bring in a selection of pot covers. Try to avoid using light aluminum—the sound is very tinny. Let students experiment with different covers to find their own sound.

Comb Kazoo (suggested for Sonia, the duck)

Fold a piece of waxed paper in half. Put the comb, teeth first, inside the paper. Play the kazoo by putting your lips over the fold and humming as you move the comb back and forth. Be careful not to get the paper wet.



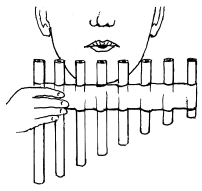
Margarine Tub Maraca (suggested for the wolf)

Use a margarine tub with a plastic lid. Pour a handful of beans, pebbles, or marbles inside and put on the lid. Shake it to make a sound.

Water Xylophone (suggested for Ivan, the cat)

Make a row of similar-sized glasses or jars. Fill the first container almost to the top with water. Fill the remaining containers using less water in each one. With eight jars, you can make a complete scale. Have students use a spoon to gently tap the containers. Have them go up and down the scale. Let them practice making patterns of sounds.

Straw Pan Pipes (suggested for Sasha, the small bird)



Use strong tape to fasten together eight jumbo drinking straws. Cut each straw to a different length, as shown. Play the pipes by blowing across them.

Drums (suggested for the Hunters)

See the *Make a Drum & Count to the Drumbeat* activity in the Kenya section (page 59).

Use with the "Peter and the Wolf" activity (page 125).

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Peter and the Wolf Narration

Once upon a time there was a boy named Peter (*tissue box guitar*). He lived with his grandfather (*pot cover cymbal*) at the edge of a big meadow, near the forest in northern Russia. Everyday Peter (*guitar*) would go out into the garden to play. One day, when Grandfather (*cymbal*) was sleeping, Peter (*guitar*) decided to go outside the garden gate and into the big meadow. Peter (*guitar*) was very careless and left the gate wide open when he went out. Sonia, (*comb kazoo*) the fat duck, followed Peter (*guitar*) out into the meadow. While Peter (*guitar*) pretended to hunt for wolves (*margarine tub maraca*), Sonia (*kazoo*) went for a swim in the lake.

Peter (*guitar*) saw Ivan, the sly cat (*water xylophone*), try to sneak up on Sasha (*straw pan pipes*) the small bird. Sonia (*kazoo*) was arguing with Sasha (*pan pipes*). Sasha (*pan pipes*) could not believe that Sonia (*kazoo*) was a bird.

Sasha: (*pan pipes*) "What kind of bird are you if you don't fly?"

Sonia: (*kazoo*) "What kind of bird are you if you can't swim?"

Ivan (*xylophone*) was sure that this was the time he could catch Sasha (*pan pipes*) and eat her up since she was not paying attention. Ivan (*xylophone*) crept through the long grass and was ready to pounce on Sasha (*pan pipes*).

Peter shouted: (*guitar*) "Look out!"

Sasha (*pan pipes*) flew straight up into the air and hid in the trees. Sonia (*kazoo*) quacked angrily at Ivan (*xylophone*). She was safe in the middle of the lake.

Peter's grandfather (*cymbal*) heard all of the noise and came out to see what was happening. He saw Peter (*guitar*) and became very angry.

Grandfather shouted: (*cymbal*) "Peter, what are you doing out here? The meadow is a very dangerous place. Hungry wolves (*maraca*) may come out of the forest and eat you up!"

But Peter (*guitar*) was not afraid. Hungry wolves (*maraca*) did not scare Peter (*guitar*). Grandfather (*cymbal*) took Peter (*guitar*) back to the house and locked the garden gate.

Just then, a great big gray wolf (*maraca*) came into the meadow. Ivan (*xylophone*) dashed for the tree and climbed to safety. Sasha (*pan pipes*) stayed hidden in the branches. Poor Sonia (*kazoo*) tried to run as fast as she could, but she was a fat duck and could not get away.

The wolf (*maraca*) grabbed Sonia (*kazoo*) and swallowed her whole, in one big gulp. Peter (*guitar*) was watching from the garden and saw everything that happened. He rushed into the house, grabbed a long piece of rope, and climbed up onto the garden wall.

Use with the "Peter and the Wolf" activity (page 125).

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Peter (*guitar*) called out to Sasha (*pan pipes*). "Fly around the wolf's head, Sasha! Tease him and annoy him."

Sasha (*pan pipes*) did just that. She flew at the wolf's head and the wolf (*maraca*) snapped at her, trying to catch the small bird. But Sasha (*pan pipes*) was too tricky.

While Sasha (*pan pipes*) was teasing the wolf, Peter (*guitar*) made a big loop with the rope. Then he climbed over the garden wall and into the branches of the tree. He looped one end of the rope around the branch and used the other end of the rope to catch the wolf (*maraca*) by the tail. Then Peter (*guitar*) pulled on the rope as hard as he could. He called to Ivan (*xylophone*) for help. Together they pulled the wolf (*maraca*) up by the tail, right off his feet. The wolf (*maraca*) was in a rage. He jumped around wildly and tried to get free. The more the wolf (*maraca*) jumped, the tighter the rope became.

Just then a small group of hunters (*drums*) came out of the woods. One of the **hunters** (*drums*) said: "Look, Peter (*guitar*) has caught the wolf (*maraca*)!"

The hunters (*drums*) lowered the wolf (*maraca*) from the tree. They tied him up in the rope. They pulled the rope around the wolf's (*maraca*) stomach and tightened it. All of a sudden there was a flurry of feathers. Sonia (*kazoo*) popped out! Sonia (*kazoo*) was annoyed, but fine, for you see, the wolf (*maraca*) had swallowed Sonia (*kazoo*) whole! She was glad to be free and she was very glad that Peter (*guitar*) had caught the wolf (*maraca*).

The hunters (*drums*) carried the angry wolf (*maraca*) away. As they marched through town, all the people cheered. Peter (*guitar*) led the way and was very proud. But his grandfather (*cymbal*) was the proudest of all.

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Classroom Activities: France

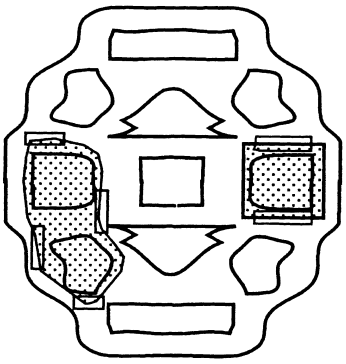
Stained Glass Windows

- **Primary Emphases**
  Learn about French culture through its art
- **Subject Areas**
  Art
- **Materials Needed**
  Black construction paper; scissors; several colors of cellophane or tissue paper; glue or tape
- **Student Grouping**
  Individuals

In this activity, students will make their own "stained glass windows" from paper.

Ask students if they have ever seen stained glass windows. Invite them to discuss what they saw. You may wish to show students photographs of stained glass windows from books, magazines, or the Web. (Enter "medieval stained glass" and/or "Chartres" as a search term to find Web sites about historically important stained glass windows.)

In front of a light fixture or brightly lit window, hold up some opaque items (such as construction paper or heavy fabric) and some transparent or translucent items (such as cellophane, colored tissue, or sheer fabric). Ask students to describe what they see.



Give students a sheet of black construction paper to use as "lead" and several pieces of cellophane or tissue paper. Have students fold and cut the construction paper as if they were making a paper snowflake—but with one exception: encourage them to cut out larger holes, so that the remaining black "lead" strips are fairly narrow. Open the finished design and flatten it out.

Next, show students how to cut pieces from the cellophane or tissue and tape or glue them to one side of the black design. The colored pieces do not need to be exactly the same size as the openings. (For young students, you may want to use just one large piece of cellophane or tissue to cover the entire stained glass window.)

Hang the finished designs in the window (with the taped or glued sides facing away from the classroom) so the light can shine through.

About France

In the 12th century, French architects developed the Gothic-style cathedral, which was eventually copied throughout the world. Some of the most famous French Gothic cathedrals include Notre Dame de Paris, Chartres, and Rheims. Besides decorating the cathedrals, stained glass windows also served another purpose. In medieval times, very few people could read. Stained glass windows help tell stories about religious or historical figures—in pictures rather than words.

Sunflower Science

- **Primary Emphases**
  Learn about how plants grow; make hypotheses and record results
- **Subject Areas**
  Science
- **Materials Needed**
  Small paper cups; sunflower seeds; potting soil; marking pens; water; spray bottle (for misting soil); pencil; newspapers; small buckets; plastic wrap; sunflower head or photograph of sunflowers *Optional:* Tweezers; hulled sunflower seeds; printed calendar or Edmark's *KidDesk* program
- **Student Grouping**
  Small groups

In this activity, students will grow sunflowers from seed and record their observations.

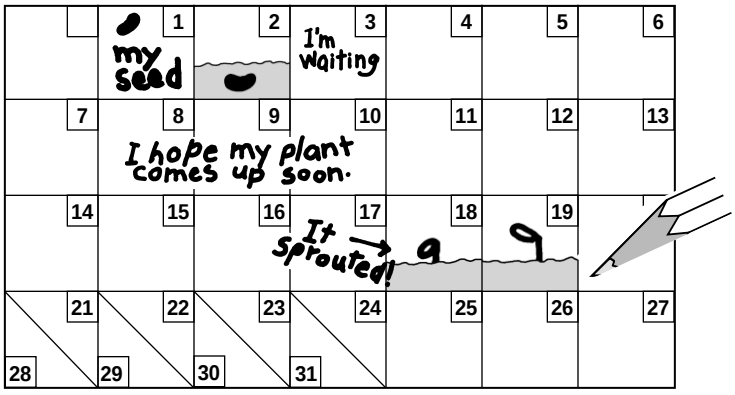
Show students a sunflower head with seeds, or a photograph of a sunflower. Invite students to share their own experiences with sunflowers. Have they ever seen them growing? Have any of the students eaten sunflower seeds? What are some other seeds that people eat? (pumpkin, cucumber, strawberry) Do people avoid eating some kinds of seeds? (watermelon, apples, oranges)

If you are using a sunflower head, allow students to take turns using tweezers to pull some of the seeds out of the flower. Discuss any differences students observe about the seeds with and without hulls. You may wish to give students a snack of roasted sunflower seeds.

Ask the class if anyone knows what happens if you bury a seed in dirt. Besides soil, what do plants need to grow? (light, water)

Have students work in small groups. Spread newspaper out on each group's work area. Place one cup of potting soil for each student into a small bucket and place it in the middle of the work area. If it's a nice day, you can do the potting outside.

Have students write their initials on their cups. Show them how to measure the soil into the cup. Remind them not to pack the soil tightly into the cup. Demonstrate how to plant seeds. Take a pencil and poke a hole into the soil for each seed. The hole should be about one to two inches deep. Drop one seed into each hole. Gently cover the hole with soil. (Students should place one or two seeds in each cup.) Use the spray bottle to mist the soil until it is damp. When students have planted their seeds, let them water the soil and set the cups on a windowsill. Note: The soil may dry very quickly. One way to prevent this is to loosely cover the cups with plastic wrap. Once the seeds have germinated, remove the plastic.



After students have planted their seeds, encourage them to make and record observations about the plants' growth.

Make photocopies of a current calendar

page (or, if Edmark's *KidDesk* program is installed on your classroom computers, use the software's calendar function). Have students keep a sunflower journal to record their observations. Students can use words or sketches to record the date when a plant emerges. Encourage students to record any other observations they make about their sunflowers. Be sure they also record any "accidents" that happen—such as plants getting knocked over or dying.

Extensions

- Students can apply their math skills by counting the leaves or measuring the height of their seedlings on various dates. Have older students graph the plant growth. Younger students may enjoy making outlines of their bodies and hanging them on the wall. Help them track sunflower growth next to their body outlines. (You will need to transplant the seedlings to a larger pot or a garden if you want the plants to reach their full size.)
- Experiment with different growing conditions, for example: sunny windowsill, shelf or table not in direct light, and dark closet; clay, potting soil, and sand; one seed per cup and 10 seeds per cup; water every day and water once a week. Have students keep careful records of their experiments.
- Try growing some sunflower seeds in cotton. Place the damp cotton in a plastic bag and tape it to the window. Students can observe what happens to the seed coat as the leaves emerge and what the roots look like.
- Make a large drawing of a sunflower plant. Label the plant parts (roots, stems, leaves, flowers, petals, seeds) to help children learn more about plants.
- Help students draw the life cycle of a sunflower plant, from one seed to a seedling, to a mature plant with many more seeds.

About France

France is an agricultural country that produces many different kinds of food. The Bordeaux region (in the southwest of France) is famous for its vineyards and fields of corn and sunflowers. Although the sunflower is native to North America, it is grown in France, Russia, and other countries, where it is an important food crop (for cooking oil and seeds).

Fool the Eye with Dots

- **Primary Emphases**
  Explore artistic expression and color theory
- **Subject Areas**
  Art, Social Studies, & Science
- **Materials Needed**
  Hand lens; color comic strip or book; My Dog Spot student activity sheet (page 144); lightweight paper; tape; colored markers. *Optional: Travel the World with Timmy Deluxe*; pencils.
- **Student Grouping**
  Individuals

In this activity, students will use markers to "paint" in the Pointillism style.

Have students take turns looking at a color comic strip through a hand lens. Invite them to describe what they see. Draw their attention to the different dots that make up the image. Encourage students to contrast what they see when they look at the image with and without magnification.

Explain to students that some artists create paintings by using dots. This style of painting is called Pointillism. To see an example of Pointillism, invite children to look at the painting by Seurat in *Travel the World with Timmy Deluxe*. (From Timmy's Balloon, click , then choose . Click through the craft choices until you reach the picture. Use the magic brush to color the picture in the Pointillism style.) You can also share the information about Seurat's work that is discussed in the *About France* section, below.

Distribute a copy of the My Dog Spot activity sheet and one sheet of lightweight paper to each student. Demonstrate how to put the paper on top of the activity sheet and adjust the placement until the activity sheet extends about 1/2 inch above the plain paper. Tape the top edges together. You should be able to see the outline through the plain paper; the tape will keep the pages from slipping. Use the tips of colored markers to fill the design with dots.

Extension

Invite older students to add to the My Dog Spot design. For instance, students might use a pencil to draw the outline of flowering shrubs next to the dog, then choose a variety of colored markers to fill in the details with dots.

About France

Georges Pierre Seurat, a 19th-century French artist, created a technique known as "Pointillism" or

"Divisionism." Seurat was interested in the science of how color is perceived. He used tiny dots of brilliant color that merge in the viewer's eye to produce shading, intermediate hues, and—in some cases—an "after image" of the complementary color. (When the retina is overstimulated with one color, the person will see an "after image" of the complementary color. For example, if you stare at a bright red color, then immediately look at white wall, you'll see green.)

Baking, Shopping, and Eating à la Française

- **Primary Emphases**
  Learn about French culture through its food
- **Subject Areas**
  Social Studies, Math, & Foreign Language
- **Materials Needed**
  Oak tag; crayons, markers, or paints; ingredients and utensils for each dish (as indicated below); *Travel the World with Timmy Deluxe. Optional:* Coins/toy money
- **Student Grouping**
  Whole class and Small groups

Students take turns playing the bakers and customers in a French bakery, and make chocolate-filled rolls as a treat.

Turn your classroom into a *boulangerie* (bakery) by setting up a "counter" (desks or a table) in front of some shelves. Have students cut out or draw pictures of different kinds of breads to place on the shelves. Next, help them make sales signs—for example: *baguette* 2 francs; *petits pains au chocolat* 3 francs; *croissant* 4 francs; *beignet* 5 francs; and so on.

Invite students to share their food shopping experiences with the class. Ask if anyone has ever shopped at a bakery. What kinds of food did they buy there? Have students take turns playing the roles of the bakers and customers in the boulangerie. Have students practice saying numbers in French by asking for *un* baguette or selling a croissant for *quatre* francs. (Refer to the French dictionary in *Travel the World with Timmy Deluxe.* From Timmy's Balloon, click , then choose . Click on a number (0 to 10) to hear the French word read aloud.) Older students can use play money for the transaction and practice making change.

Next, help students prepare the chocolate-filled rolls and make the hot chocolate. You may want to have students work in small groups to prepare the foods. After the food has been prepared, students can "buy" the snacks and eat them!

Petits Pains au Chocolat

These chocolate-filled rolls are a favorite with French children.

You will need:

- several packages of refrigerated crescent dinner-roll dough (enough to make one roll per student)
- large package of chocolate bits
- toaster oven or full-sized oven
- baking sheet
- cooling rack

Preheat the oven to 375°F.

Unroll the dough and separate it into triangles. To help students correctly roll up the filled crescents, be sure to align all the triangles on the worksurface so that each triangle's base is toward the students (one tip points up, away from the students). Place about a tablespoon of chocolate bits in the center of the triangle. Carefully roll up, starting with the near edge and rolling to the top point.

Place the rolls, point side down, on the ungreased baking sheet. Bake about 10-12 minutes until golden brown. Allow the rolls to cool slightly; eat while they are still warm.

Creamy Hot Chocolate

You will need:

- packaged hot chocolate mix
- whole milk or water (one cup per student)
- measuring cup and spoon
- saucepan
- hot plate
- half-pint carton of whipping cream
- shaker jar or medium bowl and electric mixer
- cups or mugs

Prepare the hot chocolate according to package directions. Pour the whipping cream into the shaker jar or bowl. Students can take turns shaking the cream, or whipping it with the mixer. Carefully pour the hot chocolate into each cup and put a dollop of whipped cream on top.

Extensions

- Instead of a bread bakery, you may want to set up a *pâtisserie* in your classroom and offer pastries and special cakes. Students can bake cookies and cakes and "sell" them with hot chocolate drinks.
- Set up tables with red-checkered tablecloths as cafe tables for students to enjoy their snacks. Play some French music in the background.
- Take your class on a field trip to a local bakery.

Carnival Masks

- **Primary Emphases**
  Appreciate similarities and differences between cultures; explore artistic expression
- **Subject Areas**
  Art, Social Studies, & Creative Dramatics
- **Materials Needed**
  Mask Template student activity sheet (page 145); Mask Assembly Instructions (page 146); construction paper; pencil; scissors; craft sticks; an assortment of decorations, such as various colors of tissue paper, sequins, feathers, and/or glitter.
  Optional: Tape player and music tapes (suggested types of music: traditional Carnival songs such as *Viva Carnaval, Es Carnaval*, and *Velou, Velou*; sambas; jazz; marches)
- **Student Grouping**
  Individuals

Invite students to share their own observations and experiences with parades, costumes, and celebrations. Have they ever watched or marched in a parade? Have they ever worn masks? Explain to students that people in many countries celebrate a time of year called Carnival, or Mardi Gras. In French, *mardi* means Tuesday and *gras* means fat. Mardi Gras is traditionally the final day of feasting and celebrating before Lent begins. Children may have seen Mardi Gras or samba parades in person or on television. Invite them to describe what they saw. You may wish to share some of the information about Carnival in Nice from the *About France* section, page 143.

Decide whether to allow students to choose their mask designs (flower, cabbage, or bird) or to have the entire class make the same mask. If students choose their own mask designs, you might want to assemble several masks ahead of time and set up stations around the classroom dedicated to each type.

To make the masks, photocopy the Mask Template student activity sheet and distribute to the class. Have students cut out the mask template. Next, demonstrate how to place the template on top of construction paper, trace lightly around the template, then cut out the teardrop design. You will need 6 teardrops for the flower, 5 for the cabbage, and 4 for the bird. Guide students through the mask assembly, as directed on the Mask Assembly Instructions sheet. Encourage students to decorate the masks with various colors of crumpled tissue paper, sequins, feathers, and glitter.

After the masks are complete, play some music and invite students to march around the classroom while holding their masks.

Extension:
Throw a French Carnival celebration complete with classroom decorations, a *Bataille des Fleurs* (Battle of Flowers), music, a parade, and a traditional pancake feast. (See the *About France* section, page 143, for further descriptions of the festivities in Nice.) Tape golden "webs" on the walls using Christmas garland or gold-colored yarn. Students can make paper butterflies and paper flowers to add to the webs. Group students into small teams for the *Bataille des Fleurs*. Each team should make paper flowers to toss during the parade. You may want to invite parents or another

class to attend the parade. Everyone should carry the Carnival masks and toss the paper flowers to visitors as they march around the room. Conclude your festivities with a pancake feast.

About France:

The Carnival of Nice, France, is famous throughout the world. It has been celebrated for more than 700 years. While Carnival is never the same from year to year, one procession, the *Bataille des Fleurs* (Battle of Flowers), has been part of the celebration since 1830. Floats are covered with thousands of carnations, roses, gerberas, lilies, and other flowers. The people who ride the floats toss flower bouquets to the people on the sidelines.

During Carnival, strange creatures with huge nodding heads parade down the main street. The street is decorated with huge butterflies caught in golden webs. Popular costumes include giant cabbages and huge geese, with elves and gnomes leading the parade. Orchestras play from their platforms on the floats. The type of music has changed over the years, with jazz and Brazilian samba music being popular today. Traditionally, French revelers attend the parade in costume, then return home and eat pancakes with friends.

The Lion and the Mouse

In this activity, students act out a traditional French fable. Working in pairs, the entire class performs the play in unison.

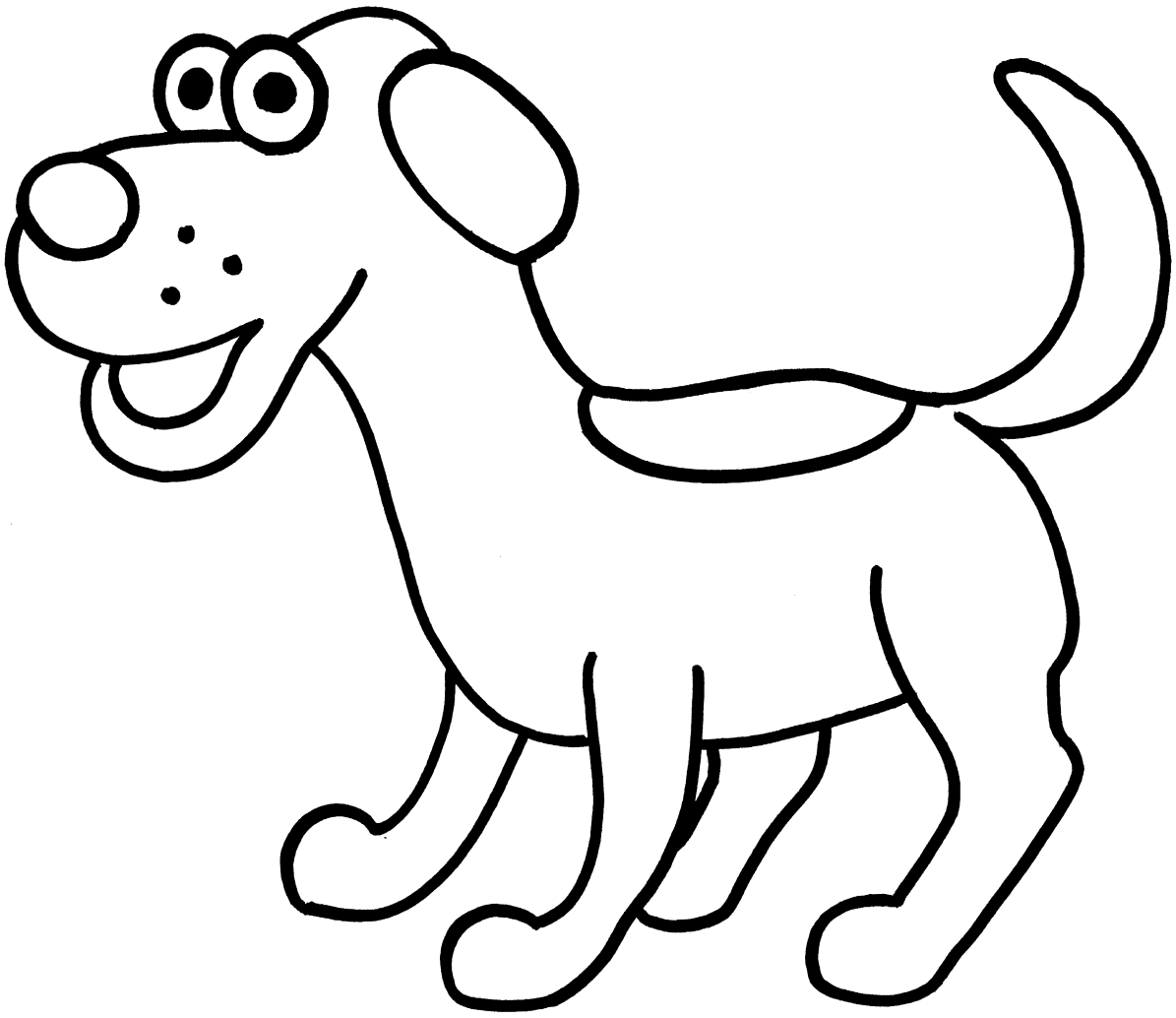
- **Primary Emphases**
  Appreciate fables from other cultures; explore artistic expression
- **Subject Areas**
  Language Arts, Social Studies, & Drama
- **Materials Needed**
  The Lion and the Mouse: Script sheet (page 147). *Optional: The Fables of La Fontaine*, illustrated by Simonne Baudoin, or any other illustrated version of the story
- **Student Grouping**
  Pairs

To start, you may want to read *The Lion and the Mouse* to the class. (You can use the abbreviated script provided, or an illustrated version of the story.) Ask students if they think the lion and mouse learned anything from their experiences. Explain to students that storytellers use fables to teach the audience something. Ask students if they have read or heard any other stories that taught them a lesson.

If your students are readers, copy and distribute The Lion and the Mouse Script sheets and allow time for students to practice their lines. (Younger ones can simply ad lib the dialog.) You should supply the narration.

Divide the class into pairs—one lion and one mouse per pair—and have the pairs of students spread out around the classroom. Because all the students perform their roles simultaneously, explain that each pair should use only a small amount of space. For example, when the mouse goes home, the student should only walk a few feet away from the partner lion. You may want to perform a "walk through" practice before staging the play.

My Dog Spot



Use with the "Fool the Eye with Dots" activity (page 139).

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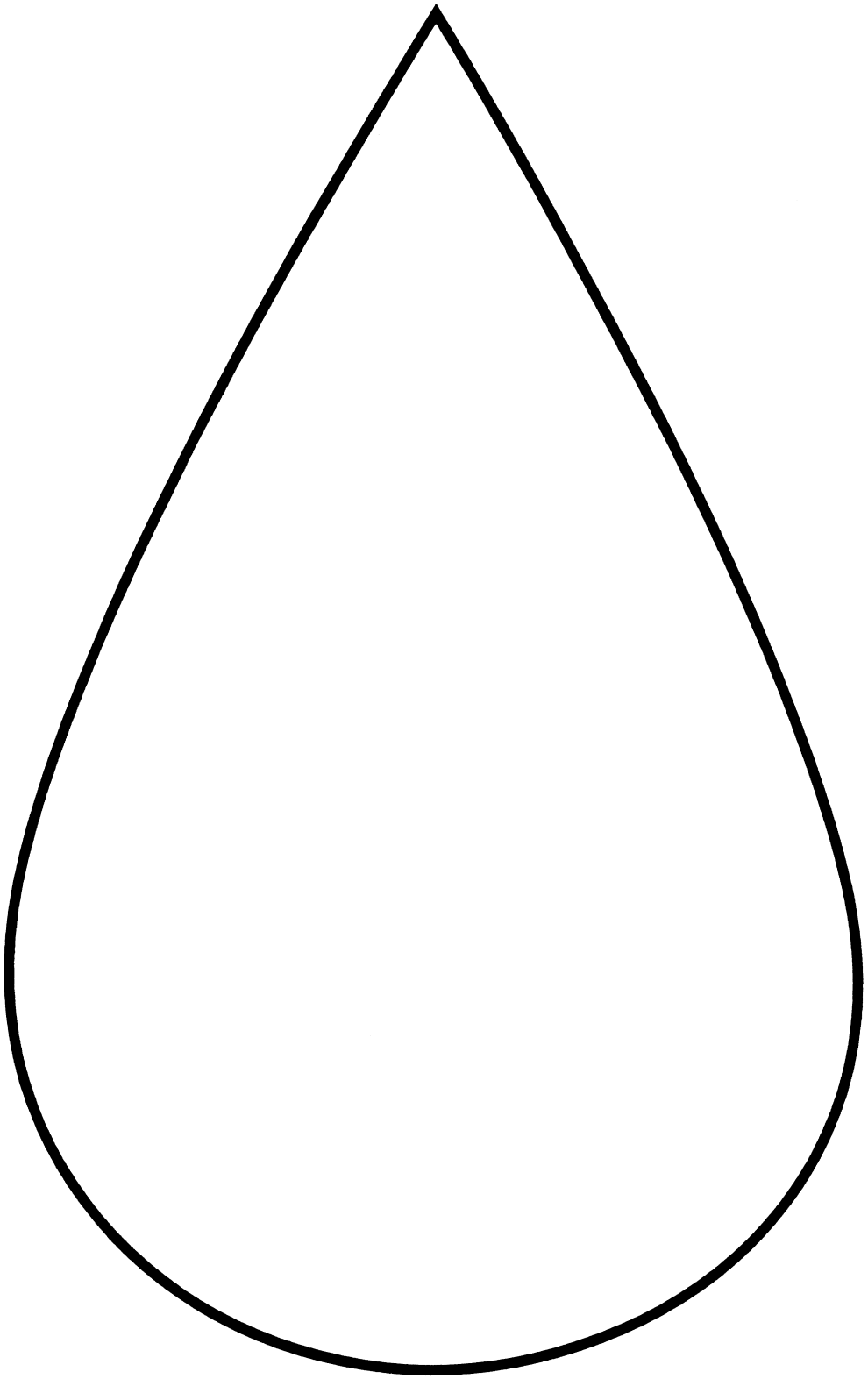
Mask Template



Use with the "Carnival Masks" activity (page 142).

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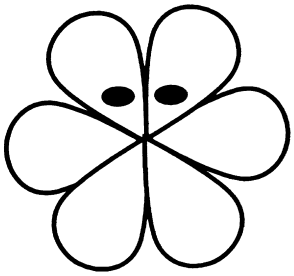
Mask Assembly Instructions

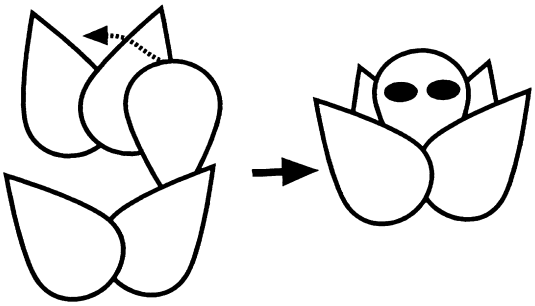
Flower (6 pieces)



Arrange the 6 pieces in a circle, with all tips pointing toward the center. Glue or tape together.

Help students cut out eye holes and attach a craft stick for a handle.

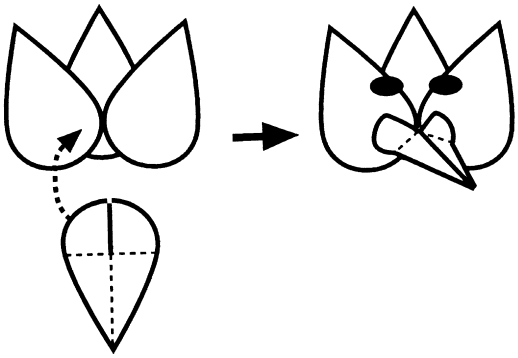
Cabbage (5 pieces)



Place two pieces side-by-side, tips pointing up. Take a third piece, tip pointing down, and place it on top of the other two. If needed, adjust the first two pieces slightly so that the tips show. Put the two remaining pieces, tips pointing up, on either side of the assembly. Glue or tape together.

Help students cut out eye holes and attach a craft stick for a handle.

Bird (4 pieces)



Make the bird's head by placing three pieces side-by-side, tips pointing up. Glue or tape together. *Make the beak* by folding the fourth piece lengthwise. At the wide end of the teardrop, make a 2-inch cut along the fold. Fold the cut ends back toward the point. Glue or tape the cut ends onto the mask.

Help students cut out eye holes and attach a craft stick for a handle.

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The Lion and the Mouse Script

Narrator: Once upon a time, in a place far, far away, there lived a lion. He was the King of Beasts. One day, as the lion was resting in his palace, he heard a noise. The lion looked down at his paws. There he saw a little mouse.

Mouse: (*in a squeaky voice*) Help! Help!

Narrator: The mouse was afraid! The lion was so big and the mouse was so very small.

Lion: What are you doing, little mouse?

Mouse: Please don't eat me, oh great lion. I was careless. I did not see you.

Lion: (*The lion takes a deep breath and gives a loud sigh.*) Little mouse, I am the King of Beasts. I feel pity for you. I shall let you live. But you should be more careful the next time.

Mouse: Thank you, King of Beasts. I am very grateful. I hope someday I can help you.

Lion: Thank you, tiny mouse, you are very kind. However, I do not see how a little mouse like you could ever help the King of Beasts!

Narrator: The mouse scurried away and the lion took a nap. Several days later, the lion went into the woods for a walk. Some hunters had left a net in the woods, hoping to catch a large beast. The net dropped down from a tree and caught the lion! (*Lions lie down on floor as though trapped by a net*).

Lion: (*The lion roars and roars.*) Let me out! Let me out!

Narrator: But the net did not let go of the lion. He was caught! The more he struggled, the more tangled he got! Then, far away, the little mouse—who was in his house eating a snack of tasty cheese—heard the roars. He stopped eating and listened.

Mouse: That sounds like the King of Beasts. He's in trouble! I must find him and help him!

Narrator: The mouse scurried off in the direction of the roars.

Lion: (*The lion roars and roars.*) Let me out!

Mouse: I will help you, King of Beasts. Be patient! I am very small, but I have strong teeth. I will chew through the rope to set you free. It will take time, so you must be patient!

Narrator: The little mouse gnawed and gnawed at the rope net. Little by little he ate a hole through the net. Finally the lion escaped.

Lion: Thank you, little mouse. I made a mistake. I thought that someone as small as you could never help a beast as powerful as I am. I was wrong! Let's be friends.

Narrator: The two friends walked back to the palace in the woods.

Use with "The Lion and the Mouse" activity (page 143).

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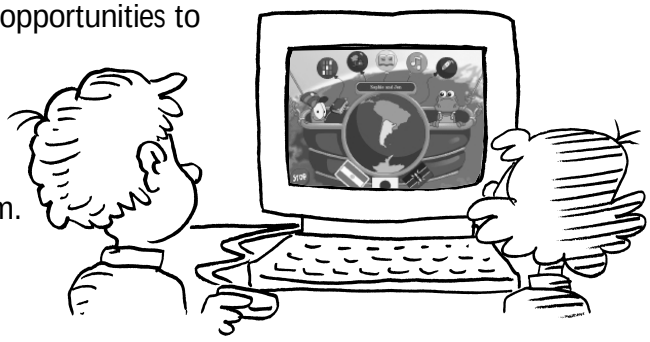
Computer Partner Play

Working at the computer gives students wonderful opportunities to interact. They encourage one another, prompt experimentation, and discuss discoveries. Below are some ideas to get them started. As students play, they will invent many other ways to use the program.



Build-A-Village

- Students play in the Explore Mode of Build-A-Village. One student asks for a village with a certain number of items, for example: "I'd like a village with three bicycles, please." The second student builds the village. If the village is what the first student wanted, he says "Thank you!" Otherwise, the second student can help the first student find the right numbers.

  Older students can try more difficult variations, for example:

  "I'd like a village with five boys and seven cats."

  "I'd like a village with 2 + 4 houses."

  "I'd like a village with more flowers than trees."

- Students create a village together in Explore Mode. Then they play a guessing game about the village. One student might say, "There are six of these in our village. What are they?" The other student must count items to find the answer—for example, six trees. Some questions may have more than one correct answer!

Sing-A-Song

- Invite pairs or groups of students to develop their own dances or pantomimes to accompany the songs in *Travel the World with Timmy Deluxe*. Ideas include:
  - Move like elephants for the Argentinean song. Students can use their arms for trunks. How would an elephant move while trying to keep its balance?
  - Pretend to fly a kite in Japan, or pretend to be a kite blowing in the breeze.
  - Make believe you are one of the children in the Russian song.
- Larger groups of students can play a game similar to "Farmer in the Dell."

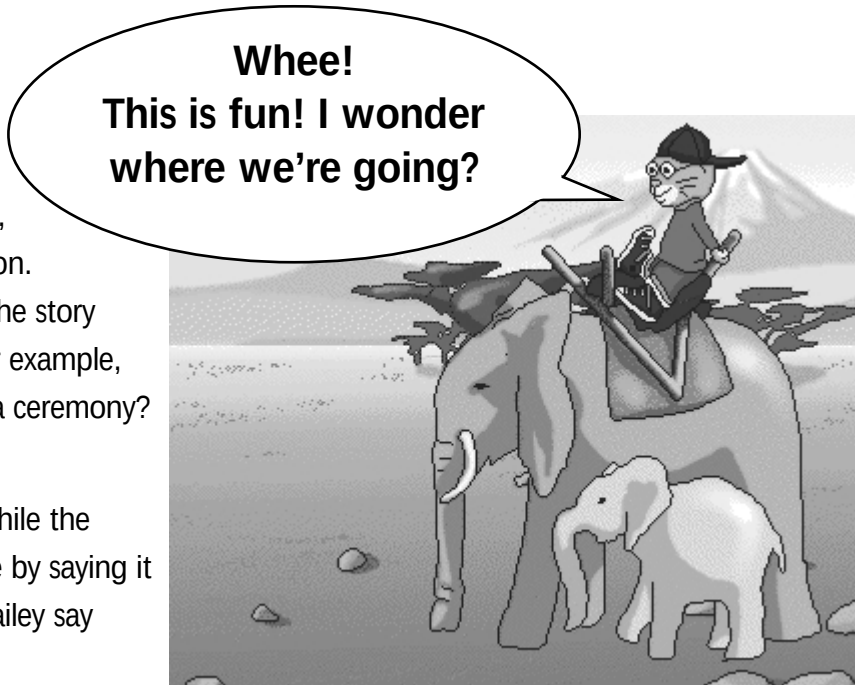
  In Argentina: One student begins, acting as the first elephant. On the second verse, that student chooses a second child to join her. On the third verse, the second elephant chooses a third elephant. You can sing additional verses, using the Spanish numbers up to 10!

In Kenya: One student begins as the farmer. On the second verse, the farmer chooses a wife. On the third verse, the wife chooses a child, and so on. At the end, everyone pats the dog!

In Russia: One student (traditionally the child whose name day or birthday is being celebrated) picks one student per song verse to join him in the circle.

Be sure to play enough times so that all students are chosen.

Make-A-Story



- Students take turns making the selection on each page. One student chooses on the first page, the other on the second, and so on. Encourage students to continue the story verbally beyond the last page. For example, what did Dorothy do after the tea ceremony? Then what?
- One student chooses the story, while the second student adds the dialogue by saying it aloud. For example, what does Bailey say while he rides on the elephant?
- If your classroom setup permits, encourage students to softly repeat the foreign-language version of each page together after the narrator reads it aloud.

Games

- Students may choose the two-player option to compete against each other. But why not have a pair of students select the single-player option and then team up against the computer? This type of cooperative game provides an opportunity to practice teamwork and develop verbal and reasoning skills by talking about strategies. When it's the students' turn, encourage them to discuss what move they want to make and the reasons why.

Theater

- Invite pairs of students to decorate Kabuki or Russian Folktale Theater pieces at the computer, print and assemble them, and then create a play to perform for the rest of the class.

Arts & Crafts

- Students click the arrows at the top of the screen until they find the blank background. One student uses the stamps of his choice to begin making a pattern, for example: lizard, lizard, flower.

The second student must figure out what the pattern is and then complete it.

Dictionary

- The first student closes her eyes (or turns her back to the computer). The second student clicks a word in the dictionary. The first student listens, keeping her eyes closed. The second student can repeat the word (by clicking it) as many times as the first student likes.

  Now the second student moves the cursor off to the side of the screen. The first student opens her eyes and points to the word she just heard. If she doesn't know, she can click the pictures on the page and try to find the answer. Once the word has been guessed, students switch roles.

Troubleshooting—Windows

All Windows Users

Q. The program was working fine yesterday, but today it won't run properly. What's wrong?

A. Many problems of this sort can be traced to a problem reading the CD. A common cause is a user leaving fingerprints (or peanut butter) on the blank side of the CD. Use a soft, dry cloth to gently wipe the blank side of the CD until it is clean.

Q. Why does the sound skip during the opening screen?

A. Skipping sound can be caused by outdated sound drivers or low speed (2X or less) CD-ROM drives. Try updating your sound drivers to correct the problem. (See *Where can I find updated drivers?,* below.)

Q. What is the purpose of updating the drivers on my computer?

A. Hardware drivers—such as video, sound, and CD-ROM drivers—provide the interface between your hardware and the Windows operating system. Upgrading drivers corrects incompatibilities in older versions and adds new utilities and features to the computer. (See *Where can I find updated drivers?,* below.)

Q. Where can I find updated drivers?

A. Contact the manufacturer of your computer, video card, sound card, or CD-ROM drive. (Check the user's manual for phone numbers.) If you have Internet access, you can often download free updated drivers from the manufacturer's home page.

Windows 95/98

Q. My screen shifts when I launch the program, preventing me from seeing the whole screen.

A. Use the controls on your monitor to adjust the placement and size of the screen so that the program is visible. If this doesn't work, check your video card and monitor manuals for information on adjusting screen placement.

Q. Why do I receive "Invalid Page Fault" or "Illegal Operation" errors when I run the program?

A. There are many possible reasons for this problem. Following these steps will help you eliminate the most common causes:

- Quit all applications and make sure no programs are running in the background.
- Check the LOAD= and RUN= lines of the WIN.INI file and ensure that they are blank. (Use the "Find" utility to search for the WIN.INI file on your computer if you are unsure of its location.)

- Ensure that your sound, video, and CD-ROM drivers are the latest versions available. (See *What is the purpose of updating the drivers on my computer?*, above.)
- Try uninstalling your printer and running the program. After doing this, if the program works correctly, try downloading the latest printer drivers from the printer manufacturer's home page on the Internet, or contacting the printer manufacturer to find out about any known issues with your printer driver.

Windows 3.1

Q. Why do I receive Win32s errors when I try to launch the program?

A. Win32s errors are typically caused by one of two things: incorrect/incomplete Win32s setup or conflicts with video and sound drivers. Here are three steps you can take to try to correct the problem:

- Insert the Edmark CD and run D:\EDINST\WIN32S\SETUP.EXE to reinstall Win32s.
- In Windows Setup, open Display and select the SVGA drivers (available on the Edmark CD in the D:\EDINST\SVGA directory).
- Update your sound card and video card drivers. Many older drivers conflict with Win32s. (See *Where can I find updated drivers?*, page 151.)

Q. Why am I receiving the error message "Unexpected DOS error 21"?

A. This error message usually indicates lost or corrupt data on your hard drive. To correct the problem, try following these steps:

1. Delete the Edmark program from your hard drive.
2. Delete the C:\WINDOWS\SYSTEM\WIN32S directory.
3. Delete C:\WINDOWS\SYSTEM\w32sys.dll.
4. From DOS, run SCANDISK.EXE or CHKDSK.EXE and fix any problems on the hard drive.
5. Reinstall the Edmark program.

If you need more assistance, please contact Edmark technical support by phone, fax, or e-mail (see page 154).

Troubleshooting—Macintosh

Q. The program's icon does not appear on my desktop. What's wrong?

A. Some extensions needed to run the CD-ROM may be missing. These extensions include: Apple CD-ROM • Apple Audio CD • Foreign File Access • High Sierra File Access • ISO 9660 File Access. Some non-Apple CD-ROM drives are packaged with a different set of extensions. For information about these drives, please refer to your CD-ROM drive manual.

- *If you are using System 7.1 or lower*, correct the problem by opening the Extensions Folder (in your System Folder) and ensuring that these extensions are installed and enabled.
- *If you are using System 7.5 or higher*, correct the problem by opening the Extensions Manager control panel and enabling these extensions.

Q. The program was working fine yesterday, but today it won't run properly. What's wrong?

A. Many problems of this sort can be traced to a problem reading the CD. A common cause is a user leaving fingerprints (or peanut butter) on the blank side of the CD. Use a soft, dry cloth to gently wipe the blank side of the CD until it is clean.

Q. Why do I keep receiving a "Not enough memory" error message?

A. You may be running low on RAM; check the amount of RAM you have available by opening the Apple menu from the desktop and selecting About This Macintosh. There are four basic ways to solve this problem.

1. *Quit all applications before you launch the program.* (To see which applications are open, click the Application menu. The menu is found in the upper right-hand corner of the screen; look for the icon of the currently active application.) Quit all applications on the list—except the Finder—then run the program.
2. *Reduce the number of extensions loading at startup.* Use the Extension Manager control panel to select just the set that came with your System Software (for example, "System 7.5 Only").
3. *Open the Memory control panel and turn on Virtual Memory*. (However, use of Virtual Memory may result in poorer sound quality and general performance on some computers.)
4. *Add more RAM to your computer.*

If you need more assistance, please contact Edmark technical support by phone, fax, or e-mail (see page 154).

Contacting Edmark

Edmark Phone Numbers and E-Mail Addresses

- **Customer Service:** To order products or inquire about a purchase, call (800) 362-2890. (Please note that technical support is not available at this number.) You can also reach Customer Service by e-mail at edmarkteam@edmark.com.
- **Technical Support:** To inquire about a specific technical problem, please call (800) 528-7158, or fax a description of your problem to us at (425) 556-8940, Attn: Technical Support. (Please see *Contacting Technical Support*, below, for more information.)
- **Online Technical Support:** Reach our online representatives directly by e-mail at pctech@edmark.com or mactech@edmark.com.
- **World Wide Web:** Visit the Edmark home page at www.edmark.com, where you can read answers to frequently asked questions or send a message to our technical support staff.

Contacting Technical Support

Edmark products are designed for enjoyable and easy use. If a problem does arise, first consult the Troubleshooting pages in this Guide. (If you are a Windows user, please be sure to check the Help file installed with this product. For Windows 95/98, go to Start | Programs | Edmark; for Windows 3.1, go to the Edmark group in the Program Manager.) If you do not find a solution, please call Edmark Technical Support, Monday through Friday, 8 a.m. to 6 p.m. (Pacific Time), at (800) 528-7158. Extended hours, evenings and weekends, vary by season.

In order for us to help you when you call, please have the following details available:

- The exact type of computer you are using, including the brand name and model (for example, IBM Aptiva 133 MHz Pentium or Power Macintosh 6500).
- Additional hardware information such as memory available, sound card, etc.
- System settings and operating system information (for example, Windows 98 or Mac OS 8.1).
- A detailed description of the problem, including specific error messages, your input before the problem occurred, etc. The more information you give us, the faster we can solve your problem.

Please have your computer turned on and ready to use. If possible, call from a nearby phone.

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Edmark is pleased to provide you with quality educational software. With this school version, you receive both toll-free technical support and a lifetime warranty.

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If you are unsure whether a disk is defective, please call our **Technical Support Department** at **(800) 528-7158** for assistance. If you know a disk is damaged, call our **Customer Service Department** at **(800) 362-2890** to arrange for a replacement disk.

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We are committed to providing the highest quality products and service possible. Please let us know how we are doing.

Edmark Education Team
Attention: Customer Service Department
P.O. Box 97021
Redmond, WA 98073-9721

Edmark Education Products

Edmark products have been designed by, or with the help of, teachers like yourself—so you can be certain they are educationally sound and built to meet the needs of the classroom.

Edmark offers a full range of curriculum-based software for students from preschool through grade 10.

Early Learning Series

Millie & Bailey® Preschool – PreK to K
A special collection of age-appropriate learning activities, selected from *Millie's Math House* and *Bailey's Book House*, to help users start school with confidence.

Millie & Bailey® Kindergarten – K to 1st Grade
A select set of activities from *Millie's Math House*, *Bailey's Book House*, and *Sammy's Science House*, specifically designed to support the Kindergarten curriculum.

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Students explore and discover fundamental math concepts in this lively, interactive program.

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Interactive play with animated, talking characters helps build important language and pre-reading skills.

Sammy's Science House® – PreK to 2nd Grade
Sammy and his friends introduce students to fundamental scientific processes and help them learn about plants, animals, seasons, and weather.

Trudy's Time & Place House® – PreK to 2nd Grade
Trudy teaches important concepts about geography and time, including mapping, directions, and time-telling.

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Students build reading and writing skills as they create animated storybooks starring Edmark characters.

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Five activities full of challenging problems cover basic Earth, life and physical science topics, and stimulate students' natural interest in the subject as they develop important problem-solving and science process skills.

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Three amazing learning labs introduce students to the science of light, sound, and electricity. Students experiment with lasers, sound waves, and circuits while solving problems and building scientific understanding.

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Four math superheroes help students explore fractions, 2D geometry, probability, addition, subtraction, multiplication, division, and decimals.

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With the superheroes of *Calculating Crew* by their side, students learn about multiplication and division of whole numbers and decimals, number line concepts, 2D and 3D shapes and their properties, and money transactions.

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Students travel to a planet where they learn about attributes of shapes and solids, constructions, transformations, 2D and 3D coordinates, and the relationship between length, perimeter, area, and volume.

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As they explore *FrippleTown,* students practice thinking strategies: analyzing attributes, using logic, working backward, identifying multiple solutions, and exercising their creativity.

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Students further develop memory, creativity, spatial awareness, and other higher-level thinking skills.

Thinkin' Things Collection 3 – 3rd to 8th Grade
Stocktopus and friends challenge students to develop logical reasoning, analyze and synthesize information, and build key problem-solving skills.

Thinkin' Things Sky Island Mysteries™ – 3rd to 7th Grade
Students solve 14 mysteries while developing skills for cross-curricular success, including: communication through multimedia, time and resource management, decision-making, and problem-solving.

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Through classic games, students build effective strategies that can be used to solve problems across all academic subject areas and throughout life.

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Three exciting games provide highly motivational settings for students to encounter, explore, and acquire a wide variety of problem-solving strategies.

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Let's Go Read!™ 1: An Island Adventure® – PreK to K
Robby and Emily join students on a fun-filled adventure as they learn to read! With innovative IBM® Speech Recognition technology, over 175 lessons and 12 interactive books, your students will develop reading skills, comprehension, and vocabulary to last a lifetime!

Let's Go Read!™ 2: An Ocean Adventure™ – 1st Grade
Students learn to decode hundreds of words and expand their reading comprehension in this second step for growing readers. Students will create blends, learn long vowel sounds, and build words. They will apply these new skills as they read nine original interactive books.

Imagination Express® Series

The *Imagination Express Series* transports students to exciting learning destinations and inspires them to create interactive electronic books as they learn about each program's theme. Features and options can be easily customized for students of different ages and skill levels.

Rain Forest – K to 6th Grade
Castle – K to 6th Grade
Neighborhood – K to 6th Grade
Ocean – K to 8th Grade
Time Trip, USA® – K to 8th Grade
Pyramids – K to 8th Grade

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Words Around Me – PreK to Adult
Provides a step-by-step environment for learning 275 vocabulary words and 186 plurals in English and Spanish.

Apple II Software for Students with Special Needs

Edmark has a rich tradition of offering excellent software designed for students with special learning needs. Students with language delays, English as a Second Language (ESL) students, and students with developmental disabilities especially benefit from the speech component included in most of the Apple II software listed below:

Edmark Reading Program Software
Edmark Functional Word Series Software
Vocabulary SkillBuilder Series
Early Concepts SkillBuilder Series
Number SkillBuilder Series
Letter Recognition SkillBuilder Series
School Activity SkillBuilder Series
Community Activity SkillBuilder Series
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Touch 'N Match
PuzzleMaker
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The Edmark Story

In the late 1960s, a group of educators at the University of Washington developed a dramatically different way to teach reading. This new method was remarkably effective with students who were unsuccessful using other programs. By slowly building skills, it ensured success and a feeling of confidence. The students who used this method began to believe in themselves and in their ability to read.

In 1970, the Edmark Corporation was formed to make this reading method and other quality educational products available to a broader market. Edmark's mission was to apply advanced educational concepts to the development of quality classroom materials. Since then, Edmark products have been used extensively in classrooms nationwide, and teachers have been vocal in their praise. "So much magic in one box!" wrote one. "Some of my students wouldn't be reading without Edmark's help."

Twenty-nine years later, Edmark continues to find new ways of empowering children to learn. Recognizing the computer as a powerful educational tool, we have developed a family of engaging, creative software products based on proven educational concepts.

Our *Early Learning Series, Thinkin' Things Series, Imagination Express Series, Strategy Series, Mighty Math Series,* and *KidDesk Family Edition* have received critical acclaim and major awards for educational excellence and innovation from educators, parents, and software experts. *Let's Go Read! 2: An Ocean Adventure, Thinkin' Things FrippleTown,* and *Travel the World with Timmy Deluxe* are the newest additions to our growing family of products.

At Edmark, we're driven by the wondrous look of children learning something new. Our goal is to ensure that if Edmark's name is on the box, there's a world of learning inside.

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